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## ABSTRACT

A study examined employment in the fast-food industry. The national survey collected data from employees at 279 fast-food restaurants from seven companies. Female employees outnumbered males by two to one. The ages of those fast-food employees in the survey sample ranged from 14 to 71, with fully 70 percent being in the 16- to 20-year-old age range. The sample had a higher percentage of Blacks than the 1980 census (16 versus 12 percent) and a lower percentage of whites (77 versus 83 percent) and Hispanics (5 versus 6 percent). For the vast majority of fast-food employees, there is no link between job and schooling. Despite employees' strong interest in being promoted to management-level jobs (especially among minority workers), most restaurants recruited their management trainees from outside the restaurant. As might be expected, the issue of "overworked and underpaid" was a clear concern among employees. On the positive side, employment in the fast-food industry did appear to offer an opportunity to develop a number of transferable, job-related skills. Employment in the fast-food industry appeared to have little effect on performance in school or the highest grade completed. (Appendixes to this report include the hourly employee questionnaire and selected anecdotes from the survey.) (MN)

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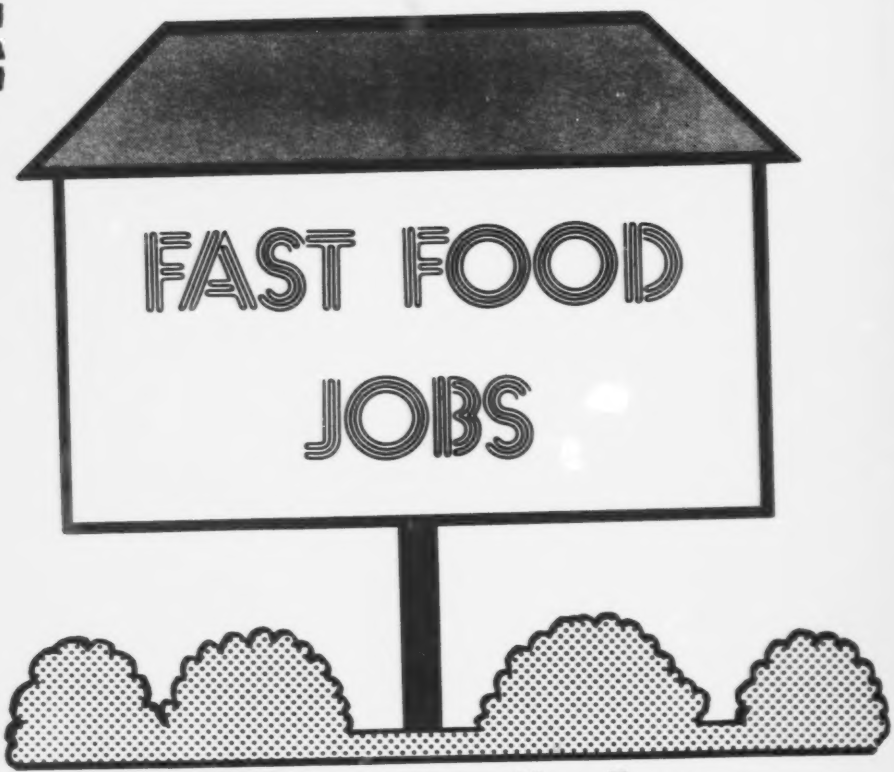

# FAST FOOD JOBS

Ivan Charner and Bryna Shore Fraser

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National Study of Fast Food Employment

# FAST FOOD JOBS

by

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# FOREWORD

Ivan Charner and Bryna Shore Fraser have given those who are concerned about youth employment a major assignment. Drawing on a firm and rich data base, they illuminate with facts the area of previously vague, and it turns out erroneous, conjecture about what "fast food jobs" amount to. More broadly, they provide an invaluable case study in the increasingly apparent future of youth employment as a whole.

We have been strongly inclined to look down our noses at the jobs the fast food chains offer young people. They are commonly dismissed as short-term, low-paid, "dummied up" work, providing no worthwhile training and offering no future. I have sometimes wondered just how they differ from my own running, too many years ago, of a newspaper route at six o'clock in the morning or shoveling the neighbors' walks at ten below zero. Perhaps the answer is suggested by the recollection that my parents turned thumbs down on the job I had lined up proudly as a pin-setter in the local bowling alley at six cents a line.

Yet what we learn from this report is that, at least in the eyes of over four thousand occupants of these fast food jobs, they offer a good deal that is generally considered worthwhile. The work-habit training disciplines are strict. If the job skill elements involved are minimal, the experience in such things as working with and for other people, learning to communicate, trying a little harder and paying a price if you don't, turns out to be substantial. A sense of job satisfaction is manifest from these data, and an equally healthy sense of dissatisfaction with jobs that don't use what you know is inside you.

This report accompanies assurance with criticism. It draws from the data regarding employee reactions what appear to be sound and constructive suggestions about enhancing the values of this kind of employment, to the benefit of employer and employee interests alike. If it perhaps tells first-rate managers little that they didn't already know or sense, it fortifies their purpose and case for change and improvement. Properly concerned about high turnover rates and the pressures to increase productivity, they can identify here the commonalities of interest between managers and workers.

The most wasted public reading of this report would be, though, that all is well in the area of youth employment, that we can lean back and be relieved that millions of young people are being given the chance to fry hamburgers and chicken parts and operate check-out computers that have pictures on them that stand for figures. The report cries out for harder thinking about the subject it illuminates.

If the training value in this kind of work mocks the "dead end" label that has been attached to it, the fact remains that promotional opportunities in the fast food industry are limited. Thinking this through brings the realization that most youth work as recently as twenty-five years ago was in occupations, principally in factories or mills or mines or crafts or very large service enterprises, that were entry-level jobs to established progressions within the employing establishment. This is no longer true. Most manufacturing companies aren't hiring people under twenty-one years of age. As the shift from a production to a service economy continues, more and more employment is in relatively smaller companies.

What will it take to make "egress," "access," "port of entry" jobs out of what companies like those in the fast food industry offer? How can the training they provide be transferred?

The answers to these critical questions won't and can't come from the private companies themselves. They will have to come from the development of community procedures of one kind or another. Signs of the assumption of this responsibility are emerging in a variety of forms: "career brokering" agencies, "experience credentialing" programs, "career passport" initiatives, and so forth. But the need here goes far beyond what these piecemeal measures are accomplishing. An institutional vacuum has developed so far as responsibility for administering youth employment is concerned. We have simply got to step up to a recognition of the implications of the fact that most young people's first work experiences, especially if they move into these experiences without a college education, are not going to lead directly to their adult employment.

In this connection, there would be infinite value in a follow-up to the Charner/Fraser survey which would trace over at least a one-year period several hundred of the individuals involved. Did they stay on or did they get jobs someplace else? What kinds of jobs? Did they stay in or go back to school?

The still sterner advice implicit in this report is that serious consideration be given the broader employment prospect young people face today. Any suggestion that a hitch or two of fast food employment will in itself lead a young person to something more worthwhile and permanent would be misleading.

This report is convincing that fast food jobs have values going considerably beyond what has been generally recognized and that the worthwhileness of this kind of work experience can be substantially enhanced by a combination of private and community efforts. The young people engaging in this work should be told at the same time and as plainly as possible that this isn't likely in itself to take them where they want and expect to go. It is a worthwhile complement to what they are learning in school, but it is a false escape route from the increasing education an "information society" is demanding as the minimum price of a meaningful or satisfying career.

Charner and Fraser have provided an invaluable basis for applying reason now to what has previously been the subject of prejudice and predilection. Their report is a charge to the exercise of critical responsibility.

Willard Wirtz

# ACKNOWLEDGMENTS

Many people have generously provided us with their time and enthusiastic support since 1978, when the notion of studying fast food employment was first discussed. Without their assistance, this study could not have been conducted.

First, we wish to thank the three fast food company representatives who participated in the initial discussions regarding the possibility of conducting a national study of fast food employment: Denis Detzel, then Director of Public Policy for McDonald's Corporation; Norbert J. Heil, then Vice President of Personnel for Gino's, Inc.; and Larry G. Paisley, then Director of Personnel for Marriott Corporation. Their insights and encouragement helped guide the study through a successful pilot test, and their willingness to recruit other fast food companies enabled us to put together the national study.

We are indebted to William P. Zacharias, Director of Employee/Labor Relations for Arby's, Inc., and Clyde W. Jackson, Director of Human Resources, Field Systems Development for Kentucky Fried Chicken Corporation, for their great enthusiasm and support for the national study. We are also grateful to Clifford H. Raber, Vice President-Government Relations for McDonald's Corporation, for his continued commitment to the successful conduct of the study, as we are to Janet M. Tully, Manager of Personnel Services, Marriott Restaurant Operations, Marriott Corporation; R.E. Roberts, Director - Operations Services, The Krystal Company; Craig C. Melton, Manager of Personnel, Del Taco Corporation; and Fred G. Gunderson, Director of Personnel, White Castle Systems, Inc. We thank them and their companies for their participation in this project.

Dennis A. Dillon and Mary Ellen Hartmann of Intran Corporation earned our gratitude by admirably performing the tasks of data collection and processing under sometimes difficult circumstances. Philip W. Wirtz provided us with timely, comprehensive computer programming services, affording us a wealth of information for analysis.

We are also grateful to the Hispanic Policy Development Project which awarded us a grant to focus on the concerns of the Hispanic fast food employees in the study.

Willard Wirtz, Chairman of the Board, Paul E. Barton, President, and Richard A. Ungerer, Executive Vice President, of the National Institute for Work and Learning provided the supportive environment necessary for such an undertaking. They and our other colleagues at the Institute were a source of encouragement and counsel throughout the life of the study. A special thank-you goes to Veronica Jenkins, who typed and retyped this report with good humor and nary a complaint.

And, finally, we wish to thank the 4,660 fast food employees who took the time to respond to the survey questionnaire. Truly, without them, this study could never have been done.

Ivan Charner and Bryna Shore Fraser

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# INTRODUCTION

More than three and a half million people can be found working in fast food jobs across the country in any given week. Seventy percent, or approximately two and a half million of these employees, are under the age of 21.

For many young people, employment in a fast food restaurant is their first formal contact with the "world of work," their first job beyond babysitting or mowing lawns. Increasingly, fast food employers are hiring young people, both in and out of school, as part-time and full-time workers.

Fast food's employee pool also includes: college students working summers, vacations, and part-time to defray college expenses or earn extra spending money; high school drop-outs for whom a fast food job may be one of the only employment opportunities available; women reentering the labor force who need scheduling flexibility; and older Americans supplementing their retirement or social security income while welcoming the contact with younger generations. The majority of fast food employees, however, has been and continues to be young people, particularly teenagers.

Because more and more youth, both in and out of school, are working today and because fast food, as part of the food service industry, will remain one of the nation's largest sources of employment throughout the 1980's, the National Institute for Work and Learning (NIWL) decided it would be worthwhile and timely to learn more about the character and impact of the jobs which employ so many of our young people. It was and is our belief that the development of knowledge regarding such jobs is a necessary prerequisite to enhancing the work experience both for youth and their employers.

This report details the findings from the National Study of Fast Food Employment. A number of questions about fast food jobs guided the study:

1. Who works in fast food jobs and why?
2. What is the value of the fast food job experience?
3. What is the impact of working in a fast food job?
4. What are the nature and quality of training and supervision?
5. Are there differences on the above factors among various subgroups of employees determined by race, sex, age, high school curriculum, socioeconomic status, and educational attainment?
6. Why do employees leave their fast food jobs?

## A. History of the Study

Early in 1978, the National Institute for Work and Learning (then the National Manpower Institute) began exploring the need to learn more about employment in the fast food industry. Initial discussions were held with corporate representatives of Gino's, McDonald's, and Marriott (Roy Rogers), who indicated interest and willingness to participate in a study of employment in fast food restaurants. Working with these representatives, the nature of the study began to take shape. NIWL held meetings regularly with the corporate representatives to ensure their continued interest and cooperation and to obtain input and feedback regarding the implications, approaches, and instrumentation of the survey. It was understood and agreed by all that NIWL was solely responsible for making the final decisions regarding all aspects of the study and was not bound to accept any specific recommendations of the corporate representatives.

A set of content areas for a survey questionnaire was discussed and specified, and an initial draft of items was generated and reviewed. Dr. Jerald G. Bachman from the Institute for Social Research, University of Michigan, worked as a design consultant with NIWL staff on the construction and selection of questionnaire items. The initial draft of the questionnaire was then reviewed by the three corporate representatives and NIWL staff. Appropriate revisions were made, and the instrument was then brought to a focus group, comprised of ten youth (seven Roy Rogers employees and three McDonald's employees). Members of the group were asked their perceptions of the study and their opinions of the instrument.

At this point, the study was brought to the attention of the U.S. Department of Labor, and in December 1979, the Office of Youth Programs awarded the National Institute for Work and Learning a contract to pilot test the data collection procedures and the survey instrument. Under this contract, the questionnaire was administered to hourly employees at each of three fast food restaurants (Gino's, McDonald's, and Roy Rogers). The employee questionnaire was subsequently revised and finalized, and the survey procedures were refined and improved in an effort to ensure high response rates. Finally, the results of the pilot test were tabulated and analyzed, serving as the basis for the National Study of Fast Food Employment.

Once the viability and usefulness of conducting a national survey were determined, NIWL set out to identify potential supporters of and participants in the larger study. Four foundations provided major funding for the two-year project: The Ford Foundation; W.R. Grace Foundation, Inc.; Charles Stewart Mott Foundation; and The Rockefeller Foundation. Four fast food companies also contributed to the support of the study: Arby's; Kentucky Fried Chicken; McDonald's; and Roy Rogers (Marriott).

Once funding for the two-year project was assured, NIWL undertook the identification of fast food companies that would be willing to participate in the study. Twenty-one of the major fast food chains in the United States were asked if they were interested in participating. Eight companies indicated that they would be willing to take part, including the two largest fast food chains in America — McDonald's and Kentucky

Fried Chicken. The other six companies that agreed to participate were Arby's, Del Taco (owned by W.R. Grace), Gino's (bought by Marriott shortly thereafter and eliminated due to its uncertain status), Krystal, Marriott's Roy Rogers, and White Castle.

As soon as all participating companies were identified, NIWL moved into the next phase of the project — designing the sample and data collection procedures.

## B. Research Design and Methods

The research design centers around a sample of employees from 279 fast food restaurants chosen to be representative of fast food stores in the United States. The store or restaurant was the sampling unit, with all hourly employees from a store eligible for participation in the study. Data collection took place during the fall of 1982 and the winter of 1983.

***Sample Design and Response Rates.*** Two criteria were employed in designing the original sample for the study: the first, that there be sufficient numbers of stores (and employees) per participating company to allow for meaningful analysis of company-specific data; the second, that the sample size for each company reflect the size of that company within the industry. Employing these criteria resulted in the following sampling breakdowns: fifteen stores per small company; 30 stores per medium-size company; and 100 stores per large company. With seven companies participating, representing two large, one medium-size, and four small companies, the original sample was to be 290 stores. This number was reduced to 279 when one of the small companies provided employee lists from only twelve stores and one large company provided lists from only 92 stores.

In all cases, stores were randomly selected from lists provided by the companies. For those companies that had franchised and company-owned stores, the sample reflected the distribution of these within the company, and stores were randomly selected within each type.

The final sample consisted of all hourly employees on the May or June 1982 payrolls of 279 fast food restaurants from seven companies: Arby's, Del Taco, Kentucky Fried Chicken, Krystal, McDonald's, Roy Rogers, and White Castle. This translated into a sample of 7,741 hourly fast food employees. Table A presents a summary of the response rates for the study. As the table indicates, 66 percent of the eligible sample responded to the survey. Response rates for the companies ranged from a low of 51 percent† to a high of 79 percent.

† The low response rate of 51 percent was due, in large part, to the procedures that had to be followed for one of the companies. Whereas all other companies provided names and addresses for all hourly employees, this one company only provided names. Addresses were added to all mailings at corporate headquarters. Between the second and third mailing to employees, this company lost the addresses of the employees in the sample. As a result, we were not able to mail a third-wave packet to the employees from this company and the response rate did not increase accordingly.

## Table A
## Sample Size and Response Rates

| | |
|---|---|
| Number of store units in sample | 279 |
| Number of employees in sample | 7,741 |
| Number of non-deliverable questionnaires * | 720 |
| Total eligible sample | 7,021 |
| Number of respondents | 4,660 |
| Response rate | 66% |

* Non-deliverables were questionnaires that were returned because of incorrect addresses.

*Data Collection Procedures*. During the fall of 1982 and the winter of 1983, three waves of mail-outs were administered at varying intervals. The initial mailing included an introductory cover letter, the questionnaire (an eight-page, largely precoded machine-readable schedule containing 59 questions and information on over 300 variables), and a return stamped, addressed envelope. Respondents were guaranteed confidentiality and were promised five dollars ($5.00) in return for their completed questionnaires. Three to five weeks later, a follow-up postcard was mailed to all non-respondents reminding them of the questionnaire and asking them to please complete it and return it as soon as possible. Three to four weeks after the postcards were mailed, a second questionnaire and new cover letter were mailed to all subjects who had not responded to date. These efforts resulted in a 66 percent response rate.

*Content of the Questionnaire*. A large number of dimensions were measured in the questionnaire including: demographic characteristics; measures of family background; educational attainment and plans; attitudes toward work in general; attitudes about the fast food job; facts about the fast food job; perceived effects of the fast food job; and future plans. A copy of the questionnaire is included as Appendix A.

Of the 4,660 respondents from the 279 fast food restaurants in our sample, 32 percent had terminated their fast food employment by the time of the survey. The questionnaire requested that these former employees answer about their last fast food job. While the data and interpretations that are presented in this report should be viewed as representing the findings for this sample of fast food employees, we believe that it is safe to consider the results as an approximation for the fast food industry as a whole. All of the findings reported in the following chapters are based on the national aggregate data for the entire sample of companies that participated in the project. Individual company confidentiality was guaranteed as a condition for industry participation.

# I. WHO WORKS IN FAST FOOD JOBS?

What are fast food employees like? Who are they, and what do they think about work in general? The answers to these and similar questions provide a useful background for looking at the results of this study.

## A. Demographic Characteristics

The sample was selected to be representative of the stores within the participating companies as well as representative of the fast food industry. Females in the sample outnumber males by almost two-to-one with 66 percent of the sample female and 34 percent male (Table 1.1, Section A). By comparison, data from a national study of high school students show that for high school seniors who work, almost twice as many females (22.1%) than males (11.5%) work in food service jobs (Lewin-Epstein, 1981). The figure of 66 percent female for the sample of fast food employees corresponds to the national data on high school students.

Since the sample was selected to represent the entire fast food industry there is a wide range of ages — from 14 to 71 with fully 70 percent of the sample clustering in the 16-20 year old range (Table 1.1-B). This is not surprising since the fast food industry is one of the major employers in the "secondary" or youth labor market. More recently, however, the industry has found, and our data confirm, that its ranks are including homemakers returning to the paid labor force and older persons looking to supplement social security or retirement income. In fact, when we look at the age distribution of male and female employees, we find that one-third of the female employees are 21 years old or older compared with 22 percent of the male employees. We also find that a larger proportion of Black employees (41%) than White (28%) or Hispanic (26%) employees are 21 years old or older.

The racial composition of the sample varies slightly from national distributions (Table 1.1-C). The sample has a higher percentage of Blacks than the 1980 census (16 percent vs. 12 percent) and a lower percentage of Whites (77 percent vs. 83 percent) and Hispanics (5 percent vs. 6 percent). Because of the age distribution of the sample, it is not surprising to find that well over half of the respondents live with their parents and siblings (Table 1.1-D). About one-quarter, however, indicate that they live alone, with non-relatives, or with a spouse. The sample tends to come from homes with parents of low educational attainment (Table 1.1-E and 1.1-F). Over half of the respondents' fathers and two-thirds of their mothers had a high school education or less. Using parental educational attainment as a proxy for socioeconomic status, the data suggest that a large proportion of fast food employees come from lower and lower middle class backgrounds. This is shown in Table 1.2. Almost six out of ten fast food employees come from families of lower or lower middle socioeconomic status, and only 13 percent come from upper middle or upper class families.

Table 1.1
Selected Characteristics of Fast Food Employees

| Characteristic | Percentage with Characteristic |
|---|---|
| A. Sex | |
| Male | 34 |
| Female | 66 |
| B. Age | |
| 14-15 | 1 |
| 16-17 | 27 |
| 18-20 | 43 |
| 21-24 | 14 |
| 25-29 | 6 |
| 30-34 | 3 |
| 35-44 | 4 |
| 45 or older | 3 |
| C. Racial/Ethnic group | |
| Black | 16 |
| White | 77 |
| Hispanic | 5 |
| Other | 3 |
| D. With whom do you live? * | |
| Father | 55 |
| Mother | 66 |
| Siblings | 56 |
| Spouse | 17 |
| Children | 17 |
| Other relatives | 7 |
| Other non-relatives | 7 |
| By myself | 3 |
| E. Father's education | |
| Less than high school | 27 |
| High school graduate | 30 |
| Some college | 12 |
| A.A. degree | 4 |
| B.A. degree or greater | 19 |
| Don't know | 9 |
| F. Mother's education | |
| Less than high school | 27 |
| High school graduate | 39 |
| Some college | 13 |
| A.A. degree | 5 |
| B.A. degree or greater | 10 |
| Don't know | 5 |

* Multiple responses possible

The older workers in the sample and the workers who work longer hours tend to come from lower socioeconomic backgrounds. About half of the fast food employees who are 20 years old or younger come from lower and lower middle class backgrounds compared with almost three-quarters of the employees who are 21 years old or older. For employees who work 31 or more hours per week, we find that 64 percent come from lower or lower middle socioeconomic backgrounds compared with 51 percent for those who work 1-20 hours per week and 54 percent for those who work 21-30 hours per week.

Table 1.2
Socioeconomic Status of Fast Food Employees*

| Socioeconomic Status | Percentage |
|---|---|
| Lower | 33 |
| Lower middle | 26 |
| Middle | 29 |
| Upper middle | 8 |
| Upper | 5 |

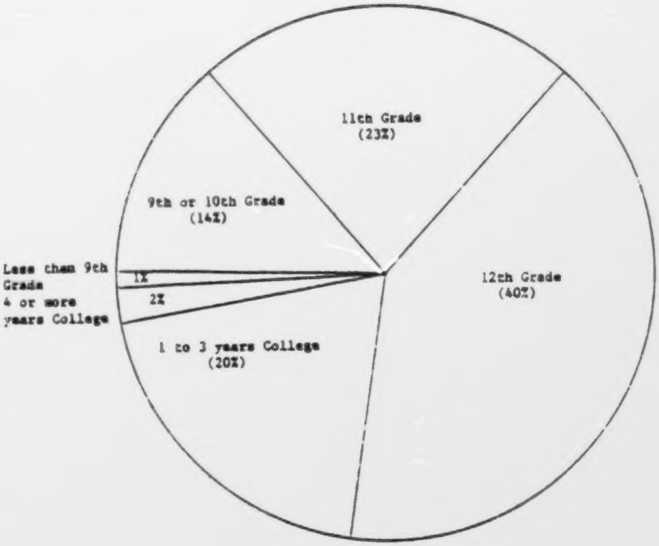
* Parental educational attainment is used as the proxy for socioeconomic status.

## B. Educational Attainment and Aspirations

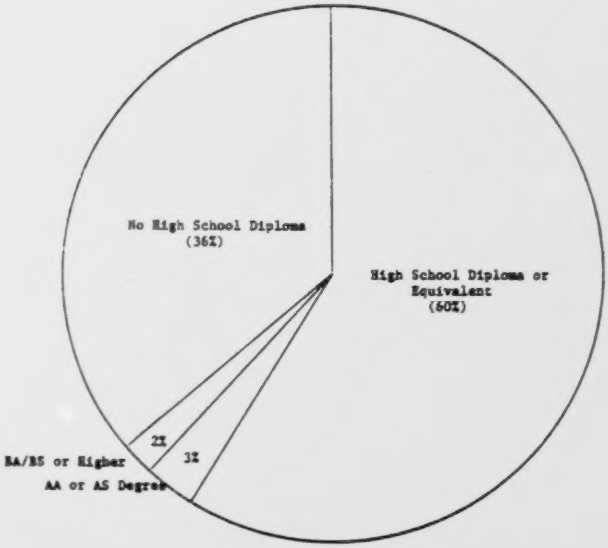
Figures 1.1-A and 1.1-B show the educational attainment of the respondents in terms of highest grade completed (1.1-A) and highest degree earned (1.1-B). Thirty-eight percent of the respondents had completed the eleventh grade or less while 22 percent had completed one or more years of college. Sixty percent of the respondents had secured a high school diploma or its equivalent while five percent had a college degree. At first glance, this would seem to be a very high percentage of high school graduates. We believe, however, that the educational attainments for the fast food employment sample may be slightly inflated due to the length of time between drawing the sample and commencing with data collection. Each participating company was asked to supply employee lists from the May or June 1982 payrolls for those stores included in the sample. Since actual data collection began in the fall of 1982 it is likely that a large number of fast food employees were still in high school when they worked in the industry. With 52 percent of the sample reporting that they were 17, 18, or 19 at the time of the survey, it seems safe to conclude that a large proportion of these employees completed their high school education between the time they were selected for participation in the study and the date when data collection began.

Figure 1.1
Educational Attainment of Fast Food Employees

A. Highest Grade Completed



B. Highest Degree Earned



Fully half of the respondents have continued their education beyond high school. They are pursuing or have pursued a wide array of post high school education/training options, ranging from technical or vocational schooling to four-year college and graduate school. Thirty-six percent attended or were currently attending two-and four-year colleges.

To the data on educational attainments can be added the educational aspirations of these fast food employees. Respondents were asked:

> Now we'd like to know about some things you are doing now, or have done, or plan to do. For each activity listed below, tell us if you are doing the activity now or have done the activity. If you have not done the activity in the past, please tell us how likely you are to do each.

Six response alternatives were provided:

1. I'm doing this now
2. I have done this
3. Definitely won't
4. Probably won't
5. Probably will
6. Definitely will

Table 1.3
Educational Attainments
and Aspirations of Fast Food Employees

| Education/Training Activity | Percentage Having Attained or Almost(*) | Percentage Expecting to Attain(**) |
|---|---|---|
| Complete high school | 66 | 29 |
| Attend a technical or vocational school after high school | 14 | 19 |
| Two-year college: attend | 15 | 50 |
| Two-year college: graduate | 4 | 31 |
| Four-year college: attend | 21 | 30 |
| Four-year college: graduate | 3 | 45 |
| Attend graduate or professional school after college | 2 | 31 |

* Includes those who marked "doing this now" or "have done." Sometimes these are higher than percentages in Figure 1.1-A because of the "doing this now" group who are not included in Figure 1.1-A.

** Includes those who marked "definitely will" or "probably will" do this.

The information from these questions is displayed in Table 1.3. The findings confirm that many hourly fast food employees have high educational attainments and suggest that even more have high educational expectations. Half of the respondents expect to attend a two-year college while 31 percent expect to graduate from a two-year college. When we look at expectations related to four-year colleges, we see that, in addition to the 21 percent who have attended or are currently attending a four-year college, 30 percent expect to attend. Forty-five percent of the respondents expect to graduate from a four-year college. Almost one-third of the sample thought it likely that they would pursue some form of graduate or professional training beyond the bachelor's degree.

If we look at the highest level of education or training that these employees expect to complete, the picture is very similar (see Table 1.4). Fully 63 percent expect at least to graduate from a four-year college. An additional 19 percent expect to complete at least some college or a two-year college degree. It is interesting that only four percent expect just to graduate from high school and only two percent expect to attain less than a high school degree.

Table 1.4
Educational Goals of Fast Food Employees

| Educational Goal | Percentage |
|---|---|
| Less than high school completion | 2 |
| High school graduate | 4 |
| Postsecondary technical or vocational school | 8 |
| Serve in the military | 4 |
| Some college or graduate from a two-year college | 19 |
| Graduate from a four-year college or additional graduate education | 63 |

* Highest level of education or training expected.

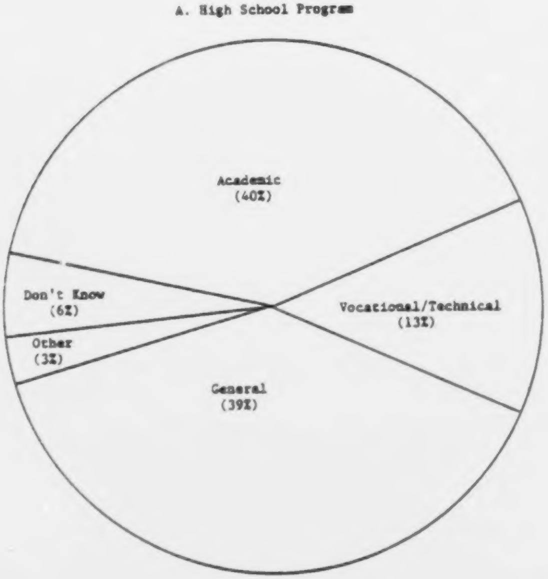
Whether or not these aspirations for additional education and training will be fulfilled, their expression is a sign of the extent to which education is still considered to be a goal, particularly for a sample that comes from families with relatively low educational attainments.

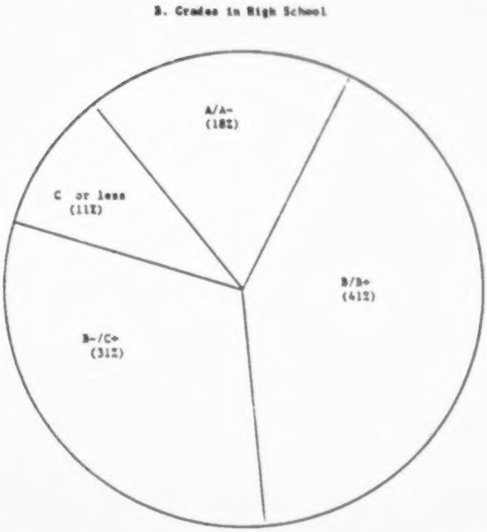
For this sample of fast food employees, educational goals are related to a number of other factors. The younger workers have somewhat higher educational goals than do older workers, with 65 percent of workers 24 years old or younger expecting to complete at least a four-year college degree compared to 38 percent of workers who are 25 years old or older. A somewhat smaller percentage of Hispanics (55%) have high educational goals compared with Blacks (62%) and Whites (63%). Educational goals are also related to hours worked. Employees who work more than 30 hours per week have lower educational goals (55 percent with high expectations) than do workers who work 30 hours per week or less (69 percent with high expectations).

## C. High School Program and Grades

The high school programs for these fast food employees are shown in Figure 1.2-A. Forty percent of the respondents reported that they were in an academic program in high school, with a similar percentage (39%) reporting that they were in the general curriculum. Only 13 percent reported that they were vocational or technical students. This figure may be so low because students in vocational or technical programs tend to look for jobs that are more closely related to their vocational or technical training. Figure 1.2-B shows the high school grade averages for these fast food employees, with 18 percent reporting A or A minus and another 41 percent reporting B or B plus. Only 11 percent of the respondents reported grade averages of C or lower.

Figure 1.2
High School Program and Grades
of Fast Food Employees


A. High School Program



B. Grades in High School

## D. Attitudes About Work in General

As Table 1.5 shows, the "work ethic" is alive and well in this sample of fast food employees. Seventy-one percent believe that work is more than making a living, and 67 percent expect work to be a central part of their lives. More importantly, 92 percent want to do their best in their job, and 82 percent report that they would want to work even if they didn't have to. It is interesting to note, however, that over two-fifths (41%) of the respondents would like to stay in the same job most of their adult lives. With most persons changing jobs seven to ten times in their lives and changing careers three to five times, this expectation seems unrealistic.

## E. Links to Schooling

About one-fifth of the respondents report that they make special scheduling arrangements with their schools in order to work in their fast food job. Only eight percent, however, get any kind of school credit for working on their job (6% with a grade, 2% without a grade), and just seven percent report that their supervisor provides their schools with a report on how well they do at work. For the vast majority of fast food employees, the link between their job and their schooling is non-existent.

## Table 1.5
## Fast Food Employees' Attitudes about Work in General

| Attitudes | Percentage Disagree | Percentage Neutral | Percentage Agree |
|---|---|---|---|
| Like work you can forget about after day is over | 36 | 27 | 37 |
| Work is nothing more than making a living | 71 | 13 | 16 |
| Expect work to be central part of my life | 15 | 18 | 67 |
| Want to do best in job | 3 | 5 | 92 |
| Would like to stay in same job most of adult life | 36 | 22 | 41 |
| Would want to work even if didn't have to * | 18 | — | 82 |

* Response categories for this question were "would want to work" (agree) and "would not want to work" (disagree).

There are, however, a number of differences worth noting among certain subgroups of fast food employees on the links between their fast food job and their formal schooling. First, we find that Black and Hispanic employees more often than White employees have links between their job and their schooling. One-quarter of Hispanic and 23 percent of Black employees make special scheduling arrangements with their schools compared to 18 percent of White employees. Hispanic (16%) and Black (10%) employees also are more likely to receive school credit for working at their fast food job than are White employees (7%). Second, a higher proportion of employees from general and vocational/technical high school programs receive school credit for their fast food job experience than do employees from the academic track in high school (12 percent of vocational/technical, 11 percent of general, and 3 percent of academic). Finally, students with grades of B or lower are more likely to have links between their job and school than are employees with grades higher than B. Twenty percent of those employees with B averages or lower make special scheduling arrangements compared to 14 percent for those employees with grades higher than a B average. Differences in receiving school credit were also found, with nine percent of those employees with B averages or lower receiving credit for their fast food job experience compared to four percent of those employees with high school grades higher than B.

This profile suggests that the fast food employees described here are:

- more likely to be female than male;
- relatively young, clustering in the 16-20 year old range;
- racially similar to national distributions;
- living at home with one or both parents;
- children of parents with low educational attainments;
- high school graduates;
- continuing their education beyond high school;
- aspiring to further levels of education and training;
- generally good students with grades of C + or better; and
- believers in the "work ethic" who would want to work even if they didn't have to.

The characteristics of the fast food employees provide a context within which to place the findings in the following chapters, where we look at what fast food employees do, how they are trained, how they are supervised, the effects of their working, and their future plans.

## II. WHAT DO FAST FOOD EMPLOYEES DO AT THE STORE?

The focus of this section is on the fast food job itself. We begin by examining how these employees learned about the availability of a job and why they have their fast food jobs. We then turn to an analysis of what employees do on the job and how they feel about what they do. Hours worked, length of employment, hourly pay, and benefits are then discussed. The section ends by looking at why some of these employees left their fast food jobs (prior to the time of the survey).

Of particular interest will be the comparisons between males and females, racial groups, age groups, and groups differentiated by educational programs. In the case of job tasks and pay, we will also look at how these are influenced by length of employment, hours worked, and job status (employed vs. not currently employed). Finally, we will see if there are any differences in what fast food employees do that may be accounted for by the type of store for which they work. That is, are there any differences between employees from company-owned and franchised fast food restaurants?*

### A. Finding the Job

Figure 2.1 shows how respondents learned about their fast food job opening. Clearly, most fast food employees either found out from friends (33%) or just walked in and applied (32%). Very few learned about the availability of a position through an ad in a newspaper (6%) or a sign in the store (11%).

When we compare subgroups of fast food employees on how they learned about their fast food job opening, there are only two small and interesting differences. First, older employees are more likely than younger employees to have walked in and applied, while younger employees are more likely than older employees to have learned about the job opening from siblings and parents. Second, Hispanic and, to a lesser extent, White employees are more likely than Black employees to have learned about the job opening from siblings. Whites and Hispanics are also more likely than Blacks to have learned about the job opening from a sign in the restaurant. Blacks, on the other hand, are more likely to have learned about the job through an employment agency. Clearly, the majority of fast food employees, regardless of their age, sex, race/ethnicity, socioeconomic background, and educational factors, found out about the job opening from friends or just walked in and applied.

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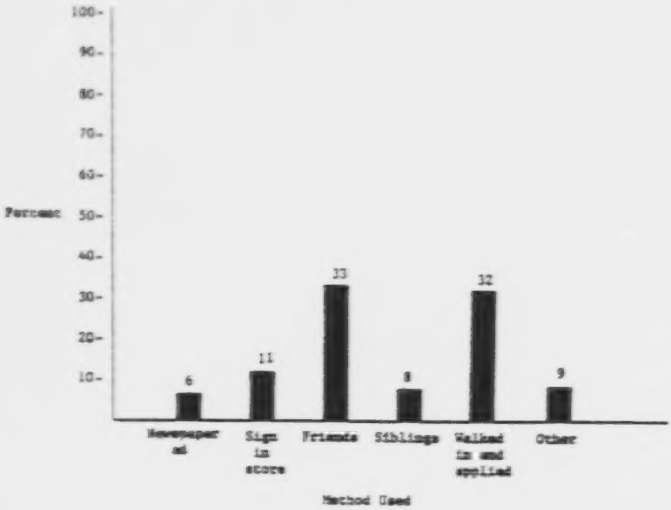
* For these comparisons we will look only at employees from companies with both types of stores. If a company does not have franchises, it will not be included in the comparisons.

Figure 2.1
How Fast Food Employees Learned about Job Openings



## B. Why They Work

These fast food employees have their jobs for a large number of reasons, as shown in Table 2.1. Almost three-fourths of the respondents reported that "having money for other things" was a very important reason for having their fast food job. Sixty-six percent reported that the job was very important to help support themselves. On the non-financial side, almost half felt that it was very important for them to have the experience of working, while 37 percent reported that it was very important for them to learn skills. Peer and parental pressure do not appear to be very important reasons for these fast food employees.

Comparing subgroups of fast food employees on the reasons for having the fast food job results in a number of noteworthy findings. We will discuss these findings for each subgroup of employees, differentiated by demographic and other characteristics, in turn.

Reasons for having the fast food job differ greatly among fast food employees from different age groups. As Table 2.2 shows, older employees are more likely than younger employees to report that supporting their families and supporting themselves are very important reasons for having their fast food job, while younger employees are more likely than older ones to report that having money for other things, work experience, and saving for future education are very important reasons.

## Table 2.1
## Reasons for Having Fast Food Job

| Reason | Percentage Very Important |
|---|---|
| Help support family | 26 |
| Support myself | 66 |
| Have money for other things | 73 |
| Experience of working | 46 |
| Parents want me to work | 19 |
| Friends work here | 9 |
| Learn skills | 37 |
| Save for future education | 39 |

## Table 2.2
## Reasons for Having Fast Food Job for Employees from Different Age Groups
## (Percent Very Important)

| | Age Group | | | |
|---|---|---|---|---|
| Reason | 14-17 | 18-20 | 21-24 | 25 or older |
| Help support family | 10 | 16 | 43 | 64 |
| Support myself | 56 | 69 | 77 | 63 |
| Have money for other things | 81 | 74 | 66 | 62 |
| Experience of working | 52 | 46 | 41 | 41 |
| Save for future education | 45 | 45 | 32 | 19 |

The only real difference in reasons for having the job between male and female employees is for supporting their families. Twenty-eight percent of the female employees report that this is a very important reason for having their job, compared to 19 percent of the male employees. This difference is not surprising in light of the fact that a larger proportion of female than male employees are older and have family responsibilities.

When we compare fast food employees from different racial/ethnic groups on their reasons for having their fast food job, we find the following:

- Black employees (44%) and Hispanic employees (40%) are much more likely than White employees (21%) to report that helping to support their families is a very important reason for having the job.
- A higher proportion of Black employees (79%) than Hispanic (65%) or White (63%) employees report that working to support themselves is a very important reason for having their fast food job.
- Fifty-eight percent of Black employees and 54 percent of Hispanic employees have their jobs to gain work experience compared to 43 percent of White employees.
- Over half of Black (53%) and Hispanic (52%) employees report that they have their job to learn skills compared to 32 percent of White employees.

Comparing fast food employees from different socioeconomic backgrounds on their reasons for having their fast food job results in a number of differences. First, employees from lower socioeconomic backgrounds are more likely than those from middle and upper socioeconomic backgrounds to have their fast food job to help support their families (33 percent for lower, 14 percent for middle, and 10 percent for upper reporting this as a very important reason). Second, a higher proportion of employees from lower socioeconomic backgrounds (70%) than from middle (63%) or upper (55%) socioeconomic backgrounds report that working to support themselves is a very important reason for having their fast food job. Third, 40 percent of employees from lower socioeconomic backgrounds compared with 32 percent from middle and 27 percent from upper socioeconomic backgrounds have their job to learn skills. Finally, half of the employees from upper socioeconomic backgrounds report that they have their job to save for future education compared to 45 percent and 35 percent for employees from middle and lower socioeconomic backgrounds, respectively.

Fast food employees who work longer hours are more likely to report that they work to help support their families, to support themselves, and to learn skills than are employees who work fewer hours. We find that 16 percent of the fast food employees who work 20 hours or less report that they work to help support their families compared with 22 percent and 37 percent for employees who work 21-35 hours and 36 or more hours per week, respectively. With regard to working to support themselves, we find 57 percent of the employees who work 20 hours or less, 63 percent of those who work 21-35 hours, and 76 percent of those who work 36 or more hours reporting that this is a very important reason for working at their fast food job. Finally, we find 30 percent of the employees who work 20 hours or less reporting that it is very important for them to work to learn skills compared with 34 percent and 44 percent for employees who work 21-35 hours and 36 or more hours, respectively.

Employees with lower levels of educational attainment are more likely to report that they work to learn skills than are employees with higher levels of educational attainment. Specifically, 41 percent of those with 10 years or less and 38 percent of those with 11 years of schooling report that learning skills is very important compared to 28 percent of those with 12 years and 25 percent of those with more than 12 years of schooling.

Fast food employees from different high school programs show differences in the reasons that they work, as follows:

- Almost one-third of employees from vocational/technical (33%) and general (31%) programs report that helping to support their families is a very important reason for working compared to 14 percent of employees from academic programs.
- Forty-four percent of employees from vocational/technical programs and 38 percent of those from general programs work to learn skills compared to 30 percent of the employees from academic high school programs.
- Over half of those from academic programs (52%) report that saving for future education is a very important reason for working compared to 36 percent and 28 percent for employees from vocational/technical and general programs, respectively.

Finally, when we look at differences in the reasons for having the fast food job for employees with different high school grades, we find those with higher grades are more likely to report that saving for future education is a very important reason for working than are employees with lower grades (45 percent for those with grades above B vs. 31 percent for those with grades of B or lower).

## C. Job Duties

There are many job tasks that must be done in a fast food restaurant. Almost all fast food companies require that hourly employees perform multiple tasks. It is therefore not unusual that we find relatively high percentages of hourly employees reporting for almost every task that they perform it "all or most of the time."

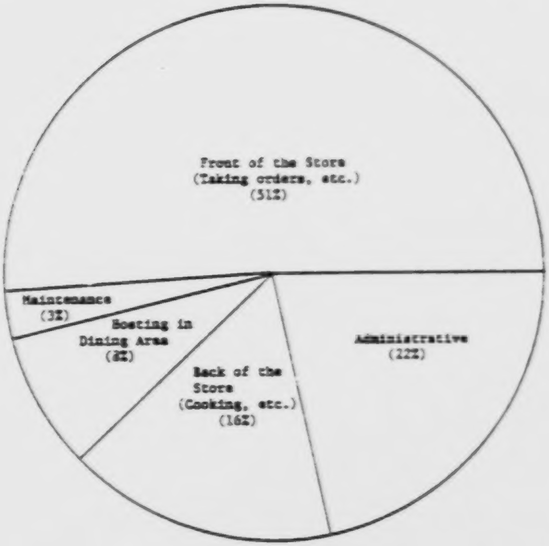
Table 2.3 displays the frequency that job tasks are performed by hourly employees. It is not surprising that those duties associated with serving customers (take orders, take money, assemble or pack orders, and

## Table 2.3
## Frequency of Job Tasks Performed by Hourly Employees

| Job Task | Percentage Reporting All or Most of the Time |
|---|---|
| Bus or clear tables | 29 |
| Sweep/mop floors | 43 |
| Clean restrooms | 19 |
| Clean equipment | 55 |
| Unload trucks | 6 |
| Clean parking lot | 13 |
| Cook food | 47 |
| Prepare food (non-cooking) | 44 |
| Assemble or pack orders | 61 |
| Take orders | 65 |
| Take money | 64 |
| Host or hostess in dining area | 12 |
| Suggestive selling | 61 |
| Relieve manager | 10 |
| Hire workers | 2 |
| Train workers | 21 |
| Supervise workers | 18 |
| Order food and supplies | 6 |
| Payroll, paperwork, inventory | 8 |

suggestive selling*) have the highest percentage of employees reporting that they do these all or most of the time. These tasks are often referred to as "front of the store" duties. "Back of the store" duties, such as cooking food and preparing food, are reported as being done all or most of the time by a smaller percentage of employees (47 percent and 44 percent respectively). Cleaning equipment and mopping or sweeping floors, which are not associated with a specific part of the store, also are often performed by a large number of employees: 43 percent sweep or mop floors; and 55 percent clean equipment. The majority of the other tasks that are associated with a fast food restaurant are performed by a smaller proportion of hourly employees. It is interesting to note, however, that while few employees report that they always or often hire workers (2%), order food (6%), or do payroll, paperwork, and inventory (8%), considerably higher percentages report that they train (18%) and supervise (21%) workers. It would seem that certain supervisory or administrative duties are reserved almost exclusively for managers and assistant managers while others, particularly those related to employee training and supervision, are performed by a fairly high proportion of hourly employees.

Figure 2.2
Primary Responsibilities of Fast Food Employees



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* Suggestive selling is when a crew person asks if one would like french fries, a drink, or another specific food item to go along with the food that has been ordered.

While it is clear that most fast food employees perform multiple tasks within the store, they do have primary duties for which they are responsible. Primary responsibilities can be broken into five categories: maintenance, back of the store (cooking, etc.), front of the store (taking orders and money, etc.), hosting in the dining area, and administrative (relieve manager, hire, train, supervise workers, etc.). Figure 2.2 shows the distribution of fast food employees among these five categories of responsibility. As the figure shows, over half of fast food employees have primary responsibilities for front of the store duties. Another 22 percent have administrative responsibilities, and 16 percent have responsibility for back of the store duties.

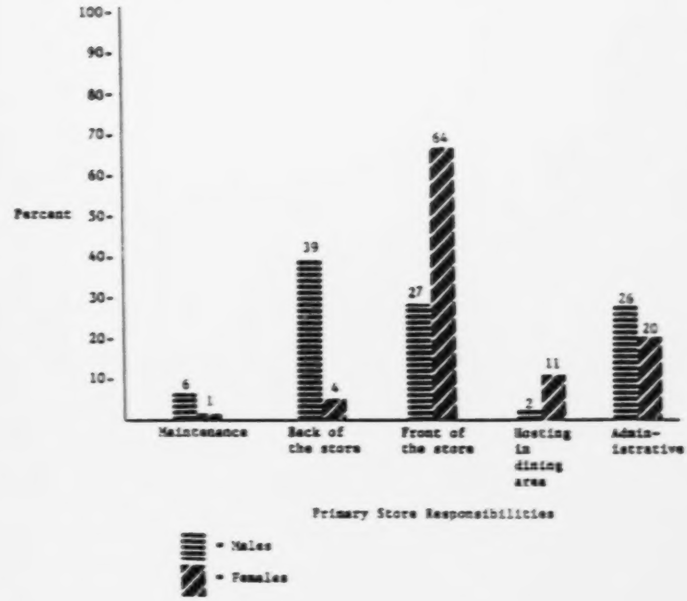
Many tasks within a fast food store are very clearly broken down by sex. The front of the store tends to be predominantly female while the back of the store is more heavily male. In Figure 2.3 we compare the primary store responsibilities of male and female employees. Back of the store duties are the primary responsibility of 39 percent of the males compared with four percent of the females. Front of the store duties, on the other hand, are the primary responsibility of considerably more females (64%) than males (27%). A higher proportion of males than females have primary responsibility for maintenance (6 percent vs. 1 percent) and for administrative duties (26 percent vs. 20 percent), while female employees are more often responsible for hosting the dining area than are male employees (11 percent vs. 2 percent).

A number of differences in primary store responsibility were found among age groups. The most obvious are related to administrative duties where older workers more often have primary responsibility than younger workers. Almost one-third of employees who are 21 years old or older have primary store responsibility for administrative tasks compared with less than one-fifth of the employees who are less than 21 years old. Younger workers, however, more often than older workers have primary responsibility for back of the store duties (17 percent vs. 12 percent), front of the store duties (54 percent vs. 46 percent), and hosting in the dining area (9 percent vs. 6 percent).

Differences in primary store responsibility are also found when we compare employees who have worked for different lengths of time and employees who work different numbers of hours per week. In the case of length of employment we found the following:

- employees who have worked for 19 or more months are less likely to have primary responsibility for back of the store duties (10 percent for employees of 19 or more months, 18 percent for employees of 13-18 months, and 19 percent for employees of 12 months or less);

Figure 2.3
Primary Responsibilities for Male and Female
Fast Food Employees



- employees who have worked longer are less likely to have primary responsibility for front of the store duties (43 percent for employees of 19 or more months, 52 percent for employees of 13-18 months, and 57 percent for employees of 12 months or less); and
- employees who have worked longer are more likely to have administrative duties as their primary store responsibility (37 percent for employees of 19 or more months, 20 percent for employees of 13-18 months, and 13 percent for employees of 12 months or less).

For employees who work different numbers of hours per week, we found that there are differences in primary responsibilities between those who work more than 30 hours per week and those who work fewer than 30 hours per week. Specifically, a higher proportion of those who work less than 30 hours per week have primary responsibility for back of the store duties (18 percent vs. 13 percent) and front of the store duties (58 percent vs. 44 percent). One-third of those who work more than 30 hours per week have administrative duties as their primary responsibility compared with only 13 percent of those who work less than 30 hours per week.

For employees with different levels of educational attainment, we found that employees with higher levels are more likely than those with lower levels to have primary responsibility for administrative duties, while employees with lower levels of education are more likely than those with higher levels of education to have primary responsibility for back of the store duties. Specifically, 36 percent of the employees with more than 12 years of schooling have primary responsibility for administrative duties compared to 30 percent and 19 percent for employees with 12 years and less than 12 years of schooling, respectively. Over half (53%) of those employees with less than 12 years of schooling have responsibility for front of the store duties compared to 45 percent and 44 percent of employees with 12 years and more than 12 years of schooling, respectively. Differences are also found when we compare employees with different grades in high school. Employees with grades of less than B are more likely than those with grades of B or better to have primary responsibility for back of the store duties (19 percent vs. 13 percent).

## D. Attitudes about Job Tasks

In Table 2.4 we show how employees feel about the job tasks that are performed in fast food restaurants. The table very clearly shows that most tasks are not considered to be very desirable by a large proportion of fast food employees. In fact, only one task (taking orders) is considered to be very desirable by even half of the employees.

Front of the store tasks, such as taking orders, taking money, and assembling orders, are more desirable than back of the store tasks such as cooking food. This may be due, in part, to the fact that our sample has a higher proportion of females who tend to work in the front of the store and who may therefore find such tasks more desirable. Administrative or supervisory tasks are the next most desirable tasks, while cleaning and maintenance are the least desirable.

When we looked for differences in tasks performed between employees from company-owned and franchised stores, none was uncovered. In terms of attitudes about job tasks, however, an interesting phenomenon occurs. While there are no large differences between employees from company-owned and franchised stores on any specific job tasks, an overall difference between these two groups is apparent. In almost every case, a higher proportion of employees from franchised stores feel that the specific job tasks are very desirable.

Differences in attitudes about specific tasks are also found among groups of employees differentiated by age, race/ethnicity, sex, socioeconomic background, educational attainment, and length of employment. We find the largest number of differences in attitudes about specific tasks among employees from different age groups. A higher proportion of older than younger employees find the following job tasks to be very desirable: busing or cleaning tables, cleaning equipment, cooking food, preparing food, assembling food, taking orders,

Table 2.4
Personal Feelings about Job Tasks

| Job Task | Percentage Feeling Task Is Very Desirable |
|---|---|
| Bus or clear tables | 9 |
| Sweep/mop floors | 8 |
| Clean restrooms | 6 |
| Clean equipment | 15 |
| Unload trucks | 10 |
| Clean parking lot | 8 |
| Cook food | 40 |
| Prepare food (non-cooking) | 35 |
| Assemble or pack orders | 41 |
| Take orders | 50 |
| Take money | 49 |
| Host or hostess in dinning area | 25 |
| Train workers | 39 |
| Supervise workers | 39 |

and hosting in the dining area. It would seem that older employees consider most tasks (whether they are maintenance, front of the store, back of the store, or hosting) to be more desirable than do younger employees. It is only in the administrative area that no differences are found between younger and older employees.

When we look at differences among racial/ethnic groups concerning their attitudes about specific job tasks, we find the following:

- Black employees are more likely to consider busing or cleaning tables to be highly desirable (15%) than are Hispanic (11%) and White (7%) employees.
- Black employees (15%) and, to a lesser extent, Hispanic employees (12%) more often consider sweeping or mopping to be very desirable than do White employees (6%).
- Thirteen percent of Black employees feel that cleaning restrooms is a very desirable task compared to nine percent of Hispanic and four percent of White employees.

- Almost one-quarter of the Black employees feel that cleaning equipment is a very desirable task compared to 18 percent of the Hispanic and 13 percent of the White employees.

In looking at the differences among the racial/ethnic groups, it seems that the only differences are related to inside maintenance responsibilities. Black employees and, to a lesser extent, Hispanic employees more often feel that the performance of these duties is very desirable.

Differences between male and female employees on their attitudes about specific job tasks are found in only four areas: unloading trucks, assembling orders, taking orders, and taking money. A higher proportion of male employees (21%) than female employees (4%) feel that unloading trucks is very desirable, while females are considerably more likely than their male counterparts to feel that the other three tasks are very desirable: 51 percent vs. 25 percent for assembling orders; 61 percent vs. 33 percent for taking orders; and 60 percent vs. 33 percent for taking money. When we look at differences between male and female employees in their attitudes about specific tasks, it is worth noting that the differences cluster around those tasks that are more often performed by females, with little difference in attitudes regarding tasks that tend to be dominated by male employees in the stores. This is most apparent when we look at the back of the store task of cooking. Almost three-quarters of the male employees are responsible for cooking food all or most of the time compared to less than one-third of female employees who have this responsibility. When asked how they feel about cooking food, however, we find that 44 percent of the male employees and 38 percent of the female employees consider cooking food to be a very desirable task.

Differences in attitudes about only two specific job tasks are found when we look at employees from different socioeconomic backgrounds. Specifically, employees from lower socioeconomic backgrounds are more likely to consider busing or cleaning tables and cleaning equipment to be highly desirable than are employees from higher socioeconomic backgrounds (11 percent vs. 5 percent for busing or cleaning tables and 17 percent vs. 11 percent for cleaning equipment).

Employees with different levels of educational attainment show differences in their attitudes about training employees and about supervising employees. Differences in attitudes about these two tasks are also found for employees who have worked at their fast food jobs for different lengths of time. These differences are shown in Table 2.5. As educational attainments increase, the percentage of employees feeling that training and supervision are very desirable tasks also increases. When we look at length of employment, we find that a lower proportion of those employees who have worked for one year or less feel that training and supervision are very desirable tasks than do employees who have worked for more than one year.

Table 2.5
Personal Feelings About Training and Supervising for Fast Food Employees by Educational Attainment and Length of Employment

| Personal Characteristic | Percentage Feeling Training is Very Desirable | Percentage Feeling Supervising is Very Desirable |
|---|---|---|
| Educational attainment: | | |
| Less than 12th grade | 36 | 34 |
| Twelfth grade | 39 | 38 |
| One to three years of college | 44 | 47 |
| Four or more years of college | 53 | 59 |
| Length of employment: | | |
| One year or less | 34 | 31 |
| More than one year | 44 | 45 |

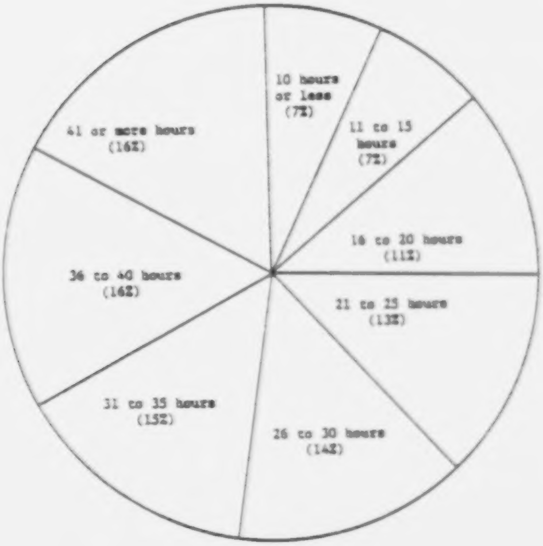
## E. Hours Worked

Figure 2.4 shows the average number of hours worked per week for these fast food employees. The figure suggests that there is a fairly even distribution of hours worked. It is interesting to note that 16 percent of these employees report that they work more than the standard 40 hour work week. Over half, however, are clearly part-time workers, who average 30 or fewer hours per week. The mean number of hours worked by all the fast food employees in the study is 29.5 hours.

When we look for differences in hours worked between different groups of workers, a number of interesting findings emerge. First, older workers tend to work more hours than younger workers. Well over half of the 21-24 year olds (62%) and 25 or older (56%) employees work more than 30 hours per week compared to 32 percent of 14-17 year olds and 51 percent of 18-20 year olds. One-fifth of the younger workers (14-17 year olds) work 15 or fewer hours per week, while only 11 percent of the older workers (21 or older) work such few hours. The mean hours worked per week for employees 21 years old or older is 33 compared to 25 hours for 14-17 year olds and 30 hours for 18-20 year olds.

Second, there are virtually no differences in the average number of hours worked between male and female employees (mean of 30 hours for males and 29 hours for females). The only difference, and it is small, is

Figure 2.4
Average Hours Worked Per Week



found when we compare the percentage of males and females who work 36 or more hours per week. Among males, 36 percent work 36 or more hours, while among females the percentage is 30 percent.

Third, there are a number of differences in the hours worked among racial/ethnic groups. Thirty percent of Black employees work more than 40 hours per week compared with 14 percent for Whites and 16 percent for Hispanics. When we look at the percentages who work 31 or more hours, we find 61 percent of Blacks working these hours, 45 percent of Whites, and 55 percent of Hispanics. When we look at mean hours worked, however, the differences are less dramatic, with the mean for Black employees being 33 hours compared to 31 hours for Hispanic employees and 29 hours for White employees.

Fourth, workers from higher socioeconomic backgrounds tend to work fewer hours than employees from lower socioeconomic backgrounds. Twenty-three percent of employees from higher socioeconomic backgrounds work 36 or more hours per week compared to 28 percent and 37 percent for employees from middle and lower socioeconomic backgrounds. At the other end, we find almost one-third of the employees from higher socioeconomic backgrounds working 20 hours or less per week compared to 28 percent for employees from middle and 22 percent for employees from lower socioeconomic backgrounds. The mean hours worked are 31, 28, and 26 for employees from lower, middle, and higher socioeconomic backgrounds, respectively.

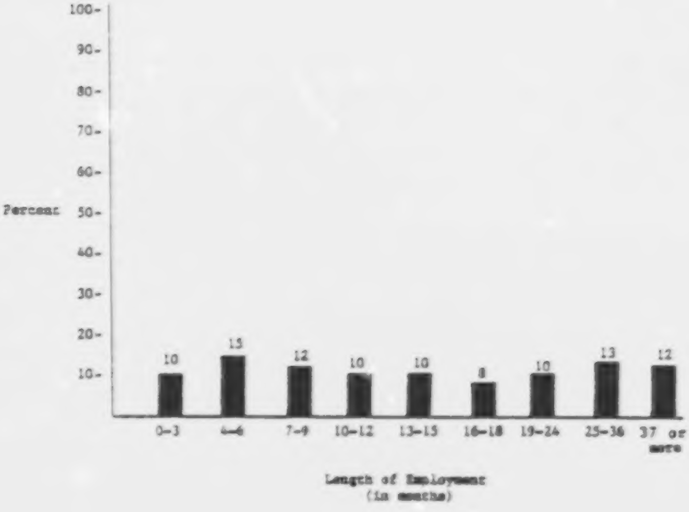
Fifth, as workers are employed for longer lengths of time, they tend to work more hours per week. A higher percentage of employees who have had their jobs for more than two years work more than 30 hours per week than do employees who have been at their fast food job for 13-24 months and 12 months or less (58 percent vs. 49 percent vs. 42 percent). The mean hours worked per week for the different groups are: 32 hours for employees who have had their job more than two years; 30 hours for employees employed for 13-24 months; and 28 hours for employees who have worked at their fast food job for a year or less.

Sixth, fast food employees who work for company-owned stores tend to work more hours per week than do those employed in franchised stores. Thirty-seven percent of the company store employees work 36 or more hours per week compared to 25 percent of those from franchised stores.

## F. Length of Employment

The mean length of employment for this group of fast food employees is over one and one-half years (18.6 months), with one-quarter employed for over two years and another one-quarter employed for six months or less.

Figure 2.5
Length of Employment in Fast Food Restaurant



In Figure 2.5 we see that the percentage of employees in each length of employment category is relatively even, with only a seven percentage point difference separating the lowest category from the highest. It is interesting to note that in such a "high turnover industry," 12 percent of these employees have worked for over three years at the same fast food restaurant.

When we look for differences in length of employment for subgroups of fast food employees, a number emerge. Some of these are obvious while others are not as clear. It is not surprising that we find length of employment related to age. Older workers who have had the opportunity to work longer have in fact worked longer than younger employees. Forty-two percent of the employees who are 21 years old or older have been employed on their fast food job for over two years while over half of those employees who are 20 years old or younger have had their job for 12 months or less. For the middle range of length of employment (13-24 months), we find that a larger proportion of younger employees (31%) than older employees (22%) have worked this long. While there is a small proportion of younger workers (18%) who have worked for over two years, fully 36 percent of the older workers have worked at their fast food job for 12 months or less. When we look at the mean length of employment for the different age groups, we find a clear relation to age: 8.7 months for 14-15 year olds; 10.4 months for 16-17 year olds; 18 months for 18-20 year olds; 24.6 months for 21-24 year olds; and 30.1 months for employees 25 years old or older.

Differences in length of employment among racial/ethnic groups tend to suggest that White employees have worked longer at their fast food job than Black employees who, in turn, have worked longer than Hispanic employees. The differences, however, as shown in Table 2.6, are small. Twenty-seven percent of White employees have had their jobs for more than two years compared with 22 percent of Black and 16 per-

Table 2.6
Length of Employment for Black, White
and Hispanic Fast Food Employees
(In Percentages)

| | Racial/Ethnic Group | | |
|---|---|---|---|
| Length in Months | Black | White | Hispanic |
| 0-12 | 53 | 44 | 56 |
| 13-24 | 25 | 29 | 29 |
| 25 or more | 22 | 27 | 16 |

cent of Hispanic employees. A larger proportion of Hispanics (56%) and Blacks (53%) have had their jobs for 12 months or less compared to 44 percent for Whites. It is interesting to note that most of the difference between Blacks, Whites, and Hispanics is found at the extreme ends of length of employment. Thirty-three percent of Hispanics have been employed for six months or less with only six percent employed for more than 36 months. The corresponding percentages for Blacks are 27 and 10 and for Whites 23 and 13. A look at the mean length of employment tells the same story in a different way. We find that the mean length of employment for White employees is 19.3 months compared to 17.3 months for Black employees and 14.8 months for Hispanic employees.

Length of employment is also somewhat related to socioeconomic status. Table 2.7 shows the length of employment of employees from different socioeconomic backgrounds. Employees from lower socioeconomic backgrounds tend to have had their fast food job longer than employees from higher socioeconomic backgrounds. The differences, however, are not very large. These differences are also apparent when we look at mean length of employment. We find the following: 20.4 months for employees from lower socioeconomic backgrounds; 18.8 months for employees from lower middle; 17.6 months for employees from middle; 15.7 months for employees from upper middle; and 15.4 months for employees from upper socioeconomic backgrounds.

Differences in mean length of employment are also found for educational attainments and high school programs. We find that employees with less than 12 years of schooling have a mean length of employment of 12.9 months compared to 22.1 months for employees with more than 12 years of schooling. Employees from a general high school program have a mean length of employment of 18.9 months compared to 17.1 months for those from vocational/technical programs and 15.3 months for those employees from academic programs.

Table 2.7
Length of Employment for Fast Food Employees
from Different Socioeconomic Backgrounds
(In Percentages)

| | Socioeconomic Background | | | | |
|---|---|---|---|---|---|
| Length of Employment | Lower | Lower Middle | Middle | Upper Middle | Upper |
| 0-12 months | 46 | 45 | 46 | 53 | 53 |
| 13-24 months | 27 | 29 | 29 | 27 | 30 |
| 25 or more months | 28 | 26 | 24 | 19 | 18 |

## G. Hourly Pay

The mean hourly wage rate for this group of employees is $3.69, almost 35 cents per hour above the minimum wage at the time of the study. Because of the nature of the industry, where hourly employees are responsible for multiple tasks, wages tend to be set by length of employment rather than by job titles or responsibilities. As such, we would expect wage rates to be related to age and length of employment. As Table 2.8 shows, this is in fact the case. Hourly wages are directly related to age, with 14-15 year olds averaging $3.39 per hour and employees 25 or older averaging $4.11 per hour.

Table 2.8
Mean Hourly Wage for Fast Food Employees

| Characteristic | Mean Hourly Wage |
|---|---|
| All employees | $3.69 |
| Age: | |
| 14-15 | $3.39 |
| 16-17 | $3.46 |
| 18-20 | $3.63 |
| 21-24 | $3.87 |
| 25 or older | $4.11 |
| Sex: | |
| Male | $3.71 |
| Female | $3.67 |
| Racial/Ethnic group: | |
| Black | $3.60 |
| White | $3.71 |
| Hispanic | $3.71 |
| Hours worked: | |
| 1-15 | $3.52 |
| 16-20 | $3.55 |
| 21-25 | $3.58 |
| 26-30 | $3.61 |
| 31-35 | $3.63 |
| 36-40 | $3.82 |
| 41 or more | $4.03 |
| Length of employment: | |
| 0-3 | $3.45 |
| 4-6 | $3.46 |
| 7-9 | $3.50 |
| 10-12 | $3.52 |
| 13-15 | $3.61 |
| 16-18 | $3.68 |
| 19-24 | $3.78 |
| 25-36 | $3.89 |
| 37 or more | $4.28 |

Table 2.8 also shows the mean salary for males and females and for different racial/ethnic groups. The hourly wage for males ($3.71) is four cents more than for females ($3.67). When racial/ethnic differences in hourly wages are examined, we find that the mean hourly wage for Black employees ($3.60) is eleven cents lower than for White and Hispanic employees ($3.71). Differences in mean hourly wages are also found when we look at hours worked and length of employment. As the number of hours fast food employees work per week increases, so too does the mean hourly wage. This is clearly shown in Table 2.8. We see that the mean hourly wage is $3.52 for those who work 15 or fewer hours per week and increases steadily to $4.03 for those employees who work more than a 40 hour week. The increments in mean hourly wage become particularly large for employees who work more than 35 hours per week. There is a 19 cent per hour jump between 31-35 and 36-40 hours per week and a 21 cent increase for the next group who work more than 40 hours per week.

When we look at differences in mean hourly wage by length of employment (in Table 2.8) we see a steady increase in wages as length of employment increases. For those who have worked at their job for 0-3 months, the mean wage is $3.45 per hour. This increases to $3.61 per hour for those who have worked for 13-15 months and peaks at $4.28 per hour for those who have worked at their fast food job more than three years. The larger increments begin to appear after an employee has worked for more than one year. It is not surprising that we find these differences in hourly wages as length of employment increases, because many companies give salary increases based on time on the job. We also find differences in mean hourly wage for employees with different primary store responsibilities. Those employees with responsibility for administrative tasks have a mean hourly wage of $4.17. The mean hourly wages for employees with other primary responsibilities are: $3.73 for maintenance; $3.57 for front of the store; $3.53 for hosting and dining area; and $3.50 for back of the store.

Most of the wage differences that were found are either very small or can be explained by store policies or company practices. The only difference that does not fall into these categories is the difference among racial/ethnic groups. As stated earlier, there is an 11 cent per hour difference in wages between Black employees and White and Hispanic employees. In order to understand better this relationship between race/ethnicity and wages, we must examine these wage differences when other factors are controlled.

In Table 2.9 we present mean hourly wages for racial/ethnic groups with age, sex, employment status, hours worked, and length of employment controlled. Because of the small number of Hispanic employees in many categories, comparisons would not be very meaningful. Suffice it to say that the mean hourly wages of Hispanic employees seem closer to those of White employees than to those of Black employees. Our attention in this section, then, will focus on differences between Black and White employees.

For every age category, except 14-15 years old, we find that White employees earn more per hour than do Black employees, and the differences increase with each increasing age category (see Table 2.9-A). When we look at differences in mean hourly wages by sex, we see that Black men and women earn less than White men and women (see Table 2.9-B). In fact, while the small difference favoring male over female

Table 2.9
Mean Hourly Wage for Racial/Ethnic Groups Controlling for Age, Sex, Employment Status, Hours Worked, and Length of Employment

| | Racial/Ethnic Group | | |
|---|---|---|---|
| Control | White | Black | Hispanic * |
| A. Age: | | | |
| 14-15 | $3.35 | $3.48 | $3.58 |
| 16-17 | $3.47 | $3.40 | $3.41 |
| 18-20 | $3.64 | $3.52 | $3.73 |
| 21-24 | $3.94 | $3.68 | $3.69 |
| 25 or older | $4.16 | $3.89 | $4.18 |
| B. Sex: | | | |
| Female | $3.69 | $3.57 | $3.65 |
| Male | $3.73 | $3.66 | $3.71 |
| C. Employment status: | | | |
| Currently working | $3.78 | $3.65 | $3.85 |
| Not working | $3.55 | $3.49 | $3.52 |
| D. Hours per week: | | | |
| 1-15 | $3.54 | $3.48 | $3.33 |
| 16-20 | $3.56 | $3.45 | $3.63 |
| 21-25 | $3.59 | $3.47 | $3.48 |
| 26-30 | $3.63 | $3.39 | $3.66 |
| 31-35 | $3.66 | $3.49 | $3.57 |
| 36-40 | $3.83 | $3.71 | $3.96 |
| 41 or more | $4.13 | $3.77 | $4.07 |
| E. Length of employment: | | | |
| 0-6 months | $3.45 | $3.45 | $3.41 |
| 7-12 months | $3.52 | $3.44 | $3.66 |
| 13-18 months | $3.64 | $3.59 | $3.80 |
| 19-24 months | $3.77 | $3.75 | $3.95 |
| 25-36 months | $3.90 | $3.80 | $4.03 |
| 37 months or longer | $4.33 | $3.98 | $4.27 |

* In a large number of cases the N for Hispanic employees is too small for meaningful comparisons. The mean hourly wage for Hispanics is therefore presented for illustrative purposes.

employees holds within the two race groups, we find that Black men earn three cents per hour less than White women. Black women have the lowest mean hourly wages of $3.57. The differences between Black males and White males and between Black females and White females are about equal (13 and 12 cents, respectively).

Differences between Black and White employees who were employed at the time of the survey are greater than for those who were not employed (see Table 2.9-C). For those who were employed, the mean difference in wages was 13 cents per hour compared to six cents per hour for those who were no longer employed at their fast food job.

The hourly wage differences between Black and White employees hold when "hours worked per week" is controlled. For every "hours worked" category, Whites make more per hour than Blacks (see Table 2.9-D). The differences range from six cents per hour for employees who work 1-15 hours per week to 36 cents per hour for those who work more than 40 hours per week. It is interesting to note that White employees who work 1-15 hours per week make more per hour than all Black employees except those who work 36 or more hours per week.

At the entry level (six months or less), the mean hourly wages of Black and White employees are the same. For employees who work more than six months, however, there are clear wage differences favoring the White employees (see Table 2.9-E). These differences range from two cents per hour for employees in the 19-24 month category to 35 cents per hour for those who have worked at their fast food job more than three years. Most of the differences are in the five to ten cent per hour range.

The above analyses suggest that, regardless of age, sex, employment status, hours worked, and length of employment, White employees consistently earn more per hour than do Black employees.

## H. Fringe Benefits

Table 2.10 shows the fringe benefits that fast food employees get from their jobs. Sixty-four percent report that they get free meals, while 44 percent get a discount on meals. Over half report that they get paid vacations, and over one-quarter get insurance benefits. Paid holiday (21%), uniform allowance (14%), paid sick leave (10%), and educational benefits (4%) are offered to a smaller proportion of employees. Fringe benefit policies are decided at the corporate rather than the store level, and our findings reflect this: namely, that there is a great variation in fringe benefits among companies. There is also some variation between company-owned and franchised stores, with company-owned stores tending to be more generous in terms of fringe benefits. Differences between company-owned and franchised stores in the fringe benefits offered to employees include:

- free meals, where 80 percent of company-owned offer this benefit compared with 50 percent of franchisees;
- discount on meals (30% company-owned vs. 65% franchisees);
- paid vacations (57% company-owned vs. 41% franchisees); and
- paid holidays (19% company-owned vs. 7% franchisees).

Table 2.10
Fringe Benefits of Fast Food Employees

| Benefit | Percent Reporting That They Get the Benefit |
|---|---|
| Free meals | 64 |
| Discount on meals | 44 |
| An allowance to maintain uniform | 14 |
| Paid vacation | 54 |
| Paid sick leave | 10 |
| Paid holiday | 21 |
| Insurance benefits | 27 |
| Educational benefits | 4 |

We find a number of differences in fringe benefits among subgroups of fast food employees. The majority of these differences are for fringe benefits other than meals or uniform allowances. That is, while we find differences for free meals and discounts on meals among employees who have worked for different lengths of time, we find differences in other fringe benefits among subgroups of fast food employees differentiated by age, race, hours worked, length of employment, and high school program. These differences are discussed below for each subgroup of fast food employees in turn.

Older employees are more likely than younger employees to receive paid vacations, paid sick leave, paid holidays, and insurance benefits. This is shown in Table 2.11.

There is less consistency in the fringe benefit differences among racial/ethnic groups. Hispanic (21%) and Black (20%) employees are more likely to receive a uniform allowance than are White employees (12%). A higher proportion of Black employees (65%) than White (53%) or Hispanic (41%) employees get paid vacation. The same trend occurs for paid sick leave (16 percent for Black employees vs. 9 percent for White and 7 percent for Hispanic employees), paid holidays (35 percent for Black employees vs. 19 percent for Hispanic and 18 percent for White

Table 2.11
Fringe Benefits for Fast Food Employees
from Different Age Groups
(Percent Who Get the Benefit)

| | Age Group | | | |
|---|---|---|---|---|
| Fringe Benefit | 14-17 | 18-20 | 21-24 | 25 or older |
| Paid vacation | 39 | 54 | 64 | 72 |
| Paid sick leave | 4 | 6 | 14 | 27 |
| Paid holidays | 11 | 17 | 29 | 39 |
| Insurance benefits | 17 | 22 | 39 | 47 |

employees), and insurance benefits (37 percent for Black employees vs. 25 percent for White and 24 percent for Hispanic employees).

When we compare employees who work different numbers of hours per week, we find the following:

- Almost three-quarters of the employees who work 36 or more hours get a paid vacation compared to 49 percent of those who work 21-35 hours and 40 percent of those who work 20 hours or less per week.
- Fast food employees who work 36 or more hours per week are more likely to get paid sick leave than are employees who work fewer hours (21 percent of those who work 36 or more hours compared to five percent of those who work 21-35 hours and four percent of those who work 20 hours or fewer per week).
- Thirty-seven percent of the employees who work 36 or more hours get paid holidays compared to 14 percent of those who work 21-35 hours and ten percent of those employees who work 20 hours or less per week.
- Almost half of the employees who work 36 or more hours per week get insurance benefits compared with 30 percent and 12 percent for those employees who work 21-35 hours and 20 hours or less, respectively.

A number of differences on fringe benefits emerge when we compare employees who have worked different lengths of time at their fast food job. These differences are shown in Table 2.12. The most striking differences are with respect to paid vacation, paid sick leave, and paid holidays where the percentage getting the benefit for those who have worked more than 24 months is at least twice as large as the percent for those who have worked 12 months or less.

Table 2.12
Fringe Benefits for Fast Food Employees with
Different Lengths of Employment
(Percent Who Get the Benefit)

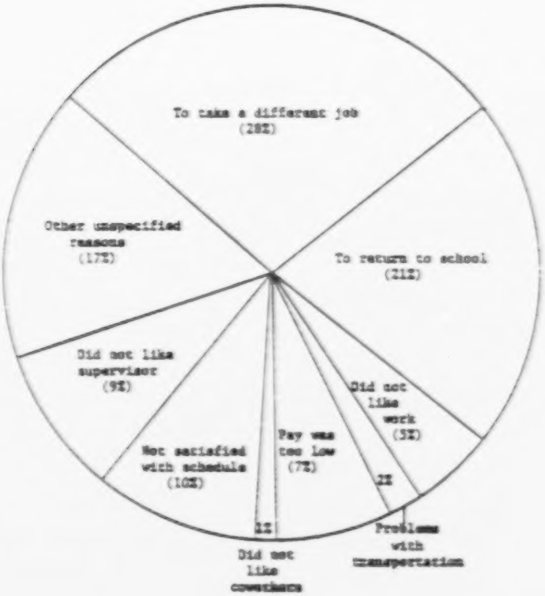
| Fringe Benefit | Length of Employment | | |
|---|---|---|---|
| | 12 Months or Less | 13-24 Months | More than 24 Months |
| Free meals | 58 | 68 | 72 |
| Discount on meals | 48 | 40 | 39 |
| Paid vacation | 36 | 61 | 78 |
| Paid sick leave | 7 | 8 | 16 |
| Paid holidays | 15 | 19 | 32 |
| Insurance benefits | 21 | 24 | 39 |

## I. Reasons for Terminating Employment

Approximately one-third of the fast food employees in the study had terminated their fast food job prior to completing the survey. In addition to answering all other questions in terms of their last fast food job, this group was asked a small number of questions related to their terminating employment. We found that 90 percent of these former employees quit their fast food job, leaving only ten percent who were fired.

When we looked for differences among subgroups of those who quit or were fired, a number of small but interesting differences emerged. First, among those employees who were no longer working at their fast food job, a higher percentage of Blacks (18%) than Whites (8%) or Hispanics (5%) report that they were fired by their fast food employer. Second, former employees from lower socioeconomic backgrounds have a somewhat greater tendency to be fired than their counterparts from middle and higher socioeconomic backgrounds. Thirteen percent of those from lower socioeconomic backgrounds were fired compared to seven percent of those from middle and upper socioeconomic backgrounds. Third, there is a direct relation between hours worked per week and the chance of being fired as opposed to quitting. For employees who worked 36 or more hours per week, 16 percent report that they were fired compared to nine percent for those who worked 31-35 hours and seven percent for those who worked 30 or fewer hours per week. Fourth, the percentage of employees who are fired is lower at the two extremes of length of employment than in the middle. That is, nine percent of employees who worked six months or less or more than two years report that they were fired compared to 11 percent of those who worked 7-12 months and 12 percent of those who worked one to two years.

Figure 2.6 — Reasons for Quitting Fast Food Job



The reasons fast food employees give for quitting are provided in Figure 2.6. Twenty-eight percent left the fast food job to take a different job. Another 21 percent left to return to school. These two reasons, which were the two most often cited, can be considered positive reasons for termination. That is, the employee leaves because of a new or different opportunity rather than because of some dissatisfaction with the job. When we look at the six negative reasons for termination, we find that not one was given as a reason for leaving by more than ten percent, and the six combined were given for just over one-third of all employees who had quit their fast food job. An additional 17 percent left for other, unspecified reasons.

In comparing employees from company-owned and franchised stores, there are again a number of small, yet interesting, differences. First, employees from franchised stores more often than their counterparts from company-owned stores leave to return to school (26 percent vs. 19

percent) or to take a different job (31 percent vs. 26 percent). Second, more company store employees leave because they dislike the work (8 percent vs. 2 percent), the schedule (11 percent vs. 7 percent), or the supervisor (11 percent vs. 7 percent).

There are also a number of differences among subgroups of former fast food employees in the reasons given for quitting their fast food job, including:

- Younger, more often than older, employees quit to return to school and because they disliked the work. Older employees, on the other hand, more often than younger ones quit to take another job and because they didn't like their schedule or supervisor.
- Males were more likely than females to quit to return to school (25 percent vs. 21 percent) and because the pay was too low (11 percent vs. 4 percent).
- Whites quit more often than the other groups to take a different job (31 percent for Whites, 14 percent for Blacks and Hispanics). Hispanics (16%) and to a lesser extent Blacks (10%) quit more often than Whites (6%) because the pay was too low. Blacks (16%) and to a lesser extent Hispanics (11%) quit more often than Whites (8%) because of scheduling problems.
- Former employees from lower socioeconomic backgrounds were more likely to quit to take a different job and because the pay was too low. Those from higher socioeconomic backgrounds, on the other hand, were more likely to quit to return to school.
- Those who worked 13-24 months more often quit to take a different job than did those who worked shorter or longer lengths of time. Those who worked more than two years or less than four months quit more often than others to return to school and those who worked one year or less quit more often than those who worked longer because they didn't like their supervisor.

# III. HOW ARE FAST FOOD EMPLOYEES TRAINED?

How are fast food employees trained for their jobs? Do employees perceive the training as useful? To what extent do such factors as age, educational level, and socioeconomic background affect the amount, type, and usefulness of training? In this section we attempt to answer such questions by examining the different sources of training used by fast food restaurants. Specifically, we focus on the amount of training employees received and how helpful they feel each source of training was.

## A. Sources of Training

Employees were asked two questions about each of ten sources of training: how much training was received and how helpful was it. Table 3.1 shows the amount of training from each source. Clearly, employees receive training from a number of different sources, with the largest single source of training being on-the-job experience. Fully 90 percent of the employees received some or a lot of training through on-the-job experience. The second largest source of training is coworkers. Three-quarters of these employees received at least some training from coworkers. These two findings are not really surprising in light of the nature of fast food jobs, which are best learned by doing or by watching and working with others. Many employees receive a basic orientation to the job and then are expected to learn the fine points while performing their various duties.

In terms of other store or company personnel who provide training to hourly employees, assistant managers (58%) and managers (54%) most often provide training. Crew chiefs or supervisors provide some or a lot of training to 45 percent of the employees and special trainers to 32 percent. District and area managers or supervisors provide training to the fewest number of employees; for both, over three-quarters of the employees reported receiving no training.

Two other methods of training are used by fast food restaurants: films or slides and printed instructions. Almost half of these employees reported that training films or slides were used (some or a lot) in their training, while 40 percent received some or a lot of training through printed instructions. There are a number of interesting differences that emerge when we compare the training sources that individual companies use. While there are no differences in terms of store personnel and on-the-job experience as sources of training, there are large differences among companies for other sources. Two companies rely heavily on special trainers, one uses area managers/supervisors, a few use training films or slides, and some use printed instructions. Company policies would seem to have some impact on the sources of training that are used

Table 3.1
Amount of Training Received by Fast Food Employees

| | Percentage Reporting | | |
|---|---|---|---|
| Training Source | None | A Little | Some or A Lot |
| Manager | 25 | 21 | 54 |
| Assistant manager | 24 | 18 | 58 |
| Crew chief/ supervisor | 41 | 14 | 45 |
| Coworker(s) | 11 | 15 | 75 |
| Special trainer | 61 | 8 | 32 |
| District manager/ supervisor | 78 | 11 | 11 |
| Area manager/ supervisor | 78 | 10 | 12 |
| Training films or slides | 31 | 19 | 49 |
| Printed instructions | 37 | 23 | 40 |
| On-the-job (experience) | 7 | 3 | 90 |

to supplement on-the-job experience and the training provided by store personnel.

When we look at the sources of training used in company-owned and franchised stores, we find some small differences. Managers and assistant managers more often provide training to employees from franchised stores than from company-owned stores (58 percent vs. 51 percent from managers and 52 percent vs. 47 percent for assistant managers), while a higher proportion of employees in company-owned stores receive some or a lot of training from films or slides than do employees from franchised stores (57 percent vs. 45 percent).

Differences in sources of training are also found among subgroups of these fast food employees:

- Older employees are more likely to receive a lot of training from managers than are younger employees.
- Assistant managers provide some or a lot of training to a higher proportion of younger than older employees.
- Hispanic (61%) and White (59%) employees are more likely than Black (53%) employees to be trained by an assistant manager.
- Hispanic employees (55%) are more likely to receive training from crew chiefs than are Black (45%) or White (45%) employees.

- A lower proportion of employees 21 years old or older (68%) receive some or a lot of training from coworkers than do employees who are 20 years old or younger (77%).
- Females are somewhat more likely to be trained by coworkers than are males (77 percent vs. 71 percent).
- Coworkers are less likely to train Black employees (66%) than Hispanic (73%) or White (76%) employees.
- Special trainers provide some or a lot of training to a higher percentage of Black (37%) and Hispanic (35%) employees than White (30%) employees.
- Fourteen percent of employees 21 years old or older receive some or a lot of training from district managers compared to eight percent for employees who are 20 years old or younger.
- Black and Hispanic employees are more likely to receive training from district managers (14 and 13 percent, respectively) than are White employees (9%).
- Employees 21 years old or older more often receive training from area managers than do employees who are younger (17 percent vs. 9 percent).
- Area managers provide some or a lot of training to a higher proportion of Black (17%) and Hispanic (15%) employees than White employees (10%).
- Older employees are more likely than younger employees to receive some or a lot of training through printed instructions.
- Ninety-two percent of White employees receive some or a lot of training from on-the-job experience compared to 84 percent of Blacks and 85 percent of Hispanics.

## B. Usefulness of Training Sources

While it is important to know how fast food employees are trained, it is equally as important to know how helpful employees find each source of training. Figure 3.1 shows the percentage of employees who found a given source of training to be some or a lot of help.*

Fast food employees find on-the-job experience to be the most helpful source of training, with 84 percent reporting that experience was a lot helpful and 10 percent reporting that it was some help. Coworkers, special trainers, managers, assistant managers, and crew chiefs are also considered to be of some or a lot of help. In the case of coworkers and special trainers, the percentage of employees who found these sources of training to be a lot of help is almost double the percentage who found them to be some help. The only sources of training that are not considered to be at least of some help by a majority of employees are district and area managers or supervisors.

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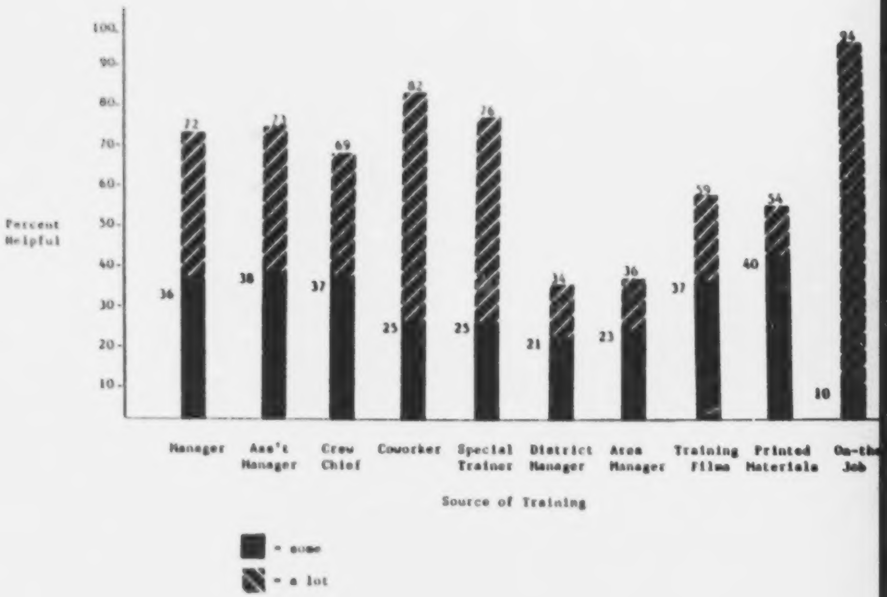
* Employees who received no training from a given source were not included in the calculations.

Figure 3.1 — Usefulness of Different Sources of Training



On-the-job experience is both the most often used and most useful source of training. Only coworkers come close as a source of training that is used and is useful. Other sources are either not as often used despite their utility (special trainers and, to a lesser extent, managers, assistant managers, and crew chiefs) or are not as often used and are not viewed as being as useful. We will now see if there are any differences in these patterns that may be due to sex, age, race, or other differences among employees.

The only differences we find between employees from company-owned and franchised stores are related to training offered by managers, assitant managers, and films or slides. Sixty-three percent of franchisee employees compared with 55 percent of company employees found the training from managers to be at least some help. For assistant manager training, the percentages are 64 and 57, again favoring franchisee employees. With regard to training films or slides, company store employees are more favorable (50%) than are franchisee employees (39%).

When we look for differences that may be due to demographic characteristics on how helpful employees found each source of training, an interesting phenomenon occurs. We find only very small differences among subgroups of employees in those sources of training that all of the employees found most helpful (on-the-job experience, coworkers, special trainers, assistant managers, and managers). Where we do find differences is in the four sources of training that were reported as least helpful by the full sample of fast food employees (district manager, area manager, training films or slides, and printed materials).

With regard to training by district managers, we find that a higher proportion of older employees than younger employees, female than male employees, Hispanic and Black than White employees, and employees from lower socioeconomic backgrounds than those from higher socioeconomic backgrounds report this source of training to be of some or a lot of help. For training offered by area managers, we find the following differences:

- Older employees are more likely than younger employees to find this source of training to be helpful (43 percent vs. 31 percent).
- A higher proportion of employees from lower socioeconomic backgrounds (37%) than from higher socioeconomic backgrounds (23%) find this source of training some or a lot of help.
- Thirty-eight percent of female employees compared to 31 percent of male employees find training by area managers helpful.
- Hispanic (44%) and Black (43%) employees find this source of training more helpful than do White employees (34%).

An examination of differences in how helpful employees find training films or slides as a source of training shows that older employees, Hispanic and Black employees, and employees from lower socioeconomic backgrounds find them more helpful than do their respective counterparts among fast food employees. Finally, when we look at how employees feel about printed materials as a source of training we find the following:

- Six out of ten employees who are over 20 years old find printed materials to be helpful compared to 52 percent of employees who are 20 years old or younger.
- A higher percentage of female employees (56%) find this source of training helpful than do male employees (50%).
- Black (63%) and Hispanic (61%) employees are more likely to find this source of training helpful than are White employees (53%).
- Fifty-six percent of the employees from lower socioeconomic backgrounds find this source of training to be helpful compared to 43 percent for those employees from higher socioeconomic backgrounds.

# IV. HOW ARE FAST FOOD EMPLOYEES SUPERVISED?

In this section we deal with a variety of issues related to employee supervision. We begin by looking at the roles and responsibilities of managers and supervisors. Then we turn to an examination of employee attitudes about their managers, assistant managers, and supervisors and their opinions about the effectiveness of the management personnel. Management personnel in a fast food restaurant have a large number of responsibilities. They hire and fire employees, schedule work hours, train employees, order food and supplies, supervise employees, deal with customers, and generally make sure that the restaurant is effectively and efficiently run. We are not able, in this study, to describe and assess all of the roles and responsibilities of management personnel. We can, however, examine some of the roles and responsibilities of management personnel as they are perceived by hourly employees.

## A. Roles and Responsibilities of Management Personnel

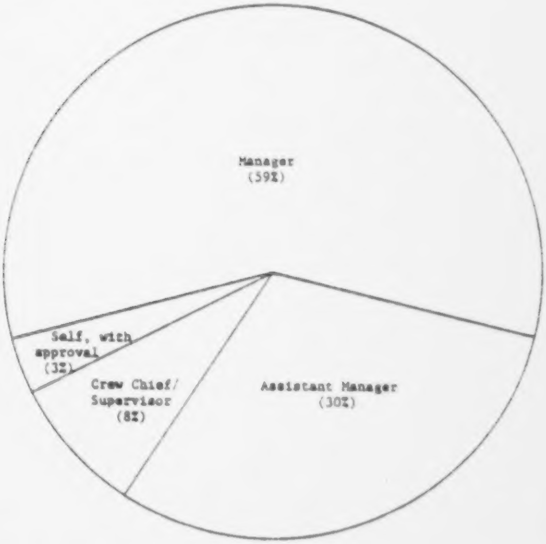
One area of management responsibility that affects hourly employees is scheduling. Figure 4.1 shows the distribution of personnel who are responsible for scheduling work hours. For 59 percent of these hourly employees their manager is responsible for scheduling. Another 30 percent are scheduled by assistant managers. Crew chiefs and other supervisory level staff are responsible for scheduling for only about one in ten hourly employees, the vast majority of whom work for two of the seven fast food companies in the sample. In other words, scheduling by crew chiefs or supervisors is not an across the board practice but rather a policy that is followed by only two of the seven companies.

Employees were asked about their satisfaction with the way their time is scheduled. Half of the employees were satisfied and one-quarter were dissatisfied. Of those who were not satisfied with the way their time was scheduled, less than one-quarter blamed the scheduling process. Not enough hours (52%), weekend work (33%), inconvenient hours (31%), and conflict with other activities (28%) are most often given as reasons why employees are not satisfied with the scheduling process. It is interesting to note, however, that the rate of satisfaction with scheduling is lower for the two companies that have high proportions of employees being scheduled by supervisory personnel other than managers and assistant managers.

The responsibility for scheduling the work hours of hourly employees rests heavily with management level personnel, and employees tend to be satisfied with how their work hours are scheduled by their managers and assistant managers.

While we find little or no difference among subgroups of fast food employees with regard to who is responsible for scheduling work hours,

Figure 4.1
Individual Responsible for Scheduling the Work Hours of Fast Food Employees

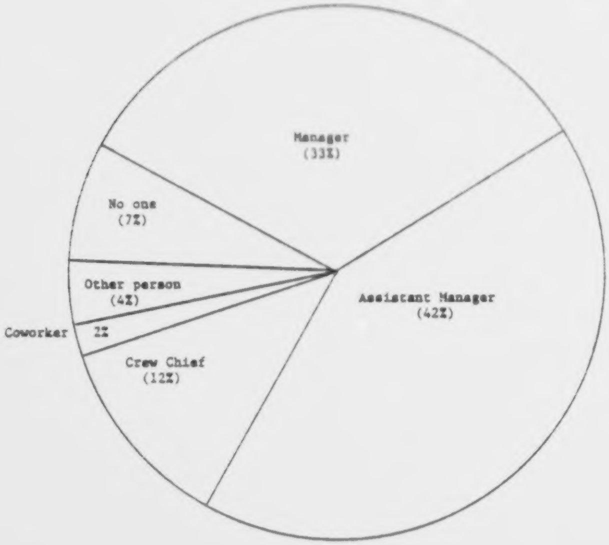


we do find a number of differences in satisfaction with the way their time is scheduled. First, employees who work 16 or more hours per week are more likely to be satisfied with the way they are scheduled than are employees who work fewer hours per week (52 percent vs. 38 percent). Second, a higher proportion of employees who have worked more than two years are satisfied with the way they are scheduled than are employees who have worked for a shorter length of time. Sixty percent of those who have worked more than two years are satisfied compared to 53 percent and 44 percent for those employees who have worked 13-24 months and one year or less, respectively. Differences among subgroups of employees differentiated by demographic or educational outcome characteristics were not found.

A second area of management responsibility that affects hourly employees is training. This was addressed in the previous section. In summary, we found that managers and assistant managers provide training (some or a lot) to 54 percent and 58 percent of the employees, respectively, while crew chiefs provide training to 45 percent of the employees. In each case, approximately seven in ten employees found the training to be some or a lot of help. Training, as with scheduling, is a responsibility for many managers and assistant managers, and, again, we find that hourly employees are satisfied with the work of management personnel in this area.

Day-to-day supervision is one of the major responsibilities of managers and supervisors that affects hourly employees. As Figure 4.2 shows, one-third of all hourly employees are supervised on a day-to-day basis by the store managers. Even more (42%) are supervised by assistant managers, and another 12 percent are supervised by crew chiefs.

Figure 4.2
Individual Responsible for Supervision of Fast Food Employees



There are a number of differences among subgroups of hourly employees which should be noted. First, younger employees are much more likely to be supervised on a day-to-day basis by assistant managers than are older employees. Over half of the employees who are 14-17 years old are supervised by assistant managers while 44 percent of the 18-20 year old employees and less than one-third of employees 21 years old or older are supervised on a day-to-day basis by assistant managers. The older employees are more likely than younger employees to be supervised by store managers. Second, employees with different primary store responsibilities tend to have different day-to-day supervisors. Employees with primary responsibilities for back of the store, front of the store, and hosting in dining area duties are more likely to be supervised by assistant managers than are other employees. Employees responsible for maintenance are more likely to be supervised by managers while employees with administrative responsibilities are far more likely than others to have no one as their day-to-day supervisor. Almost two in ten of the latter group reported that no one supervised them on a day-to-day basis.

Over three-quarters of these employees feel that they are adequately supervised by their day-to-day supervisor. It is interesting that we find no real differences among subgroups of employees in how they feel about their day-to-day supervision. Day-to-day supervision then is a responsibility that is generally shared by assistant managers and store managers and is a responsibility that, according to hourly employees, they perform well.

In summary, scheduling, training, and day-to-day supervision are three of the areas of management responsibility that directly affect hourly employees. We found that managers and assistant managers generally share these responsibilities. Managers tend to have more responsibility for scheduling, while assistant managers have more responsibility for day-to-day supervision. Training tends to be shared equally by managers and assistant managers. Based on the assessment of hourly employees, the managers and assistant managers handle these particular responsibilities well.

## B. Employee Attitudes Toward Management

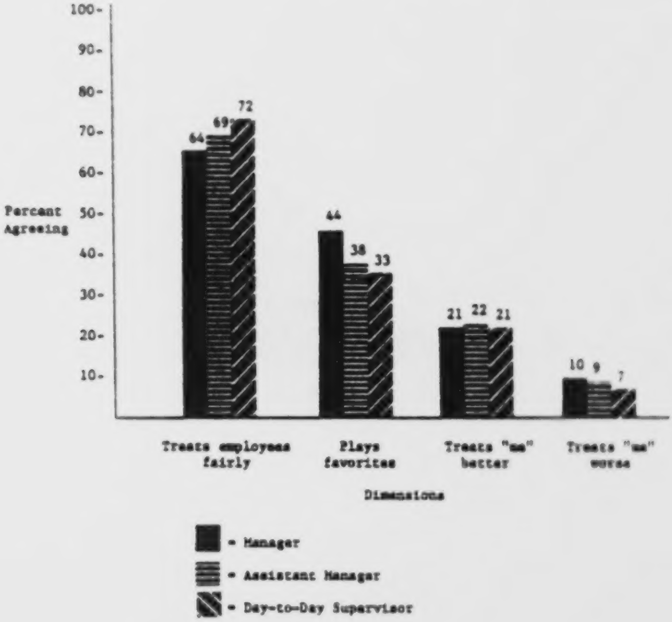
A series of questions dealt with the employees' opinions about their managers, assistant managers, and day-to-day supervisors. One set of questions asked about how management personnel treat employees while another set provided more of a general assessment. Figure 4.3 compares employee assessment of how managers, assistant managers, and day-to-day supervisors treat their employees.

Figure 4.3 points out a number of interesting findings related to how management personnel treat employees, including:

- Most employees feel that management personnel treat employees fairly. Supervisors (72%) are rated slightly higher than assistant managers (69%) who are rated slightly higher than managers (65%) on this dimension.
- Generally, it is felt that management personnel do not play favorites. One-third of the employees feel that their day-to-day supervisor plays favorites, while a higher proportion feel that their assistant managers (38%) and managers (44%) treat some employees better than others.
- About one in five of these employees reports being treated better than most employees, and one in ten is treated worse. There are only small differences on these dimensions among managers, assistant managers, and day-to-day supervisors.

When we compare subgroups of employees on their assessment of how

Figure 4.3
Employee Assessment of Treatment by Management Personnel



their managers treat employees, we find differences on only one dimension: "treats me better than most employees." These differences are shown in Table 4.1. As the table shows: White and Hispanic employees more than Black employees; employees who have worked longer more than those with shorter job service; employees with higher levels of educational attainment more than those with lower levels; and employees with primary responsibility for administrative duties more than others feel that their managers treat them better than most employees.

Looking at subgroups of employees' assessment of how their assistant managers treat employees reveals only one real difference on any of the four dimensions. We find that one-quarter of the White employees and 21 percent of the Hispanic employees feel that their assistant managers treat them better than most employees compared to 12 percent of the Black employees. Comparing subgroups of employees on their assessment of how their day-to-day supervisors treat employees, we find a similar pattern as that found for assistant managers. That is, we find only one real difference. Almost one-quarter of the White employees feel that their day-to-day supervisor treats them better than most employees compared to 15 percent for Hispanic and 11 percent for Black employees.

Table 4.1
Comparisons Among Groups of Fast Food Employees
on How Their Managers Treat Them
(Percentage Agreeing)

| Characteristic | Treats Me Better Than Most Employees |
|---|---|
| Racial/Ethnic group: | |
| Black | 12 |
| White | 23 |
| Hispanic | 21 |
| Length of employment: | |
| 12 months or less | 16 |
| 13-24 months | 24 |
| 25 months or longer | 27 |
| Educational attainment: | |
| Less than 12 years | 17 |
| 12 years | 20 |
| More than 12 years | 28 |
| Primary store responsibility: | |
| Maintenance | 16 |
| Back of the store | 16 |
| Front of the store | 17 |
| Hosting in dining area | 20 |
| Administrative | 32 |

With regard to employee opinions of management personnel, we find very few differences among subgroups of fast food employees. The only dimension where differences emerge is "treats me better." What we find is that White employees and, to a lesser extent, Hispanic employees are more likely than Black employees to feel that their managers, assistant managers, and day-to-day supervisors treat them better than most employees.

A more general assessment of management personnel is provided in Table 4.2. Four different dimensions of employee perceptions of management are presented: job performance, supervision, dealing with people, and keeping employees informed. The general impression by these employees is that their store's management personnel perform their jobs well. Almost three-quarters of the employees feel that their managers (73%) and assistant managers (73%) perform their jobs well, and almost 80 percent feel that their day-to-day supervisor performs her/his job well. Employees also feel that their managers (71%), assistant managers (70%), and day-to-day supervisors (76%) provide adequate supervision. With regard to dealing well with people and keeping employees informed, the management personnel fared equally well. About seven in ten feel that their managers and assistant managers deal well with people and keep them informed. A slightly higher percentage of employees feel this way about their day-to-day supervisors.

Table 4.2
Employee Perceptions of Management

| Dimension | Percentage Agreeing about Manager | Percentage Agreeing about Assistant Manager | Percentage Agreeing about Day-to-Day Supervisor |
|---|---|---|---|
| Performs job well | 73 | 73 | 79 |
| Provides adequate supervision | 71 | 70 | 76 |
| Deals well with people | 68 | 69 | 74 |
| Keeps me informed | 69 | 68 | 72 |

While all levels of management personnel are viewed positively by these employees, day-to-day supervisors consistently outperform managers and assistant managers. In a number of cases, these day-to-day supervisors are store managers or assistant managers, but in others they are other supervisory personnel. Regardless, it is clear that workers have a somewhat more positive opinion of their supervisors than they do of their managers or assistant managers.

It is important to note that when we compare subgroups of fast food employees on their general assessment of management personnel, we find virtually no differences except when we compare employees from franchised stores with those from company-owned stores. This comparison results in a number of small, yet interesting, differences. First, managers from franchised stores consistently outperform those from company-owned stores. Seventy-nine percent of franchisee employees feel that their managers perform their jobs well compared with 70 percent of company store employees. In terms of providing adequate supervision, we find a nine percentage point difference (77 percent vs. 68 percent) favoring managers from franchised stores. With regard to dealing well with people, the percentages are 73 percent vs. 66 percent, again favoring franchisee managers. Franchisee managers also keep employees better informed than company store managers (74 percent vs. 65 percent).

Second, assistant managers from franchised stores also outperform their counterparts in company-owned stores. We find the following:

- Performs job well — 78 percent for franchisee assistant managers compared to 71 percent for company store assistant managers.
- Provides adequate supervision — 75 percent franchisee vs. 68 percent company.
- Deals well with people — 75 percent franchisee vs. 67 percent
- Keeps employees informed — 73 percent franchisee vs. 66 percent company.

Finally, the day-to-day supervisors from franchised stores are viewed more favorably than are those from company-owned stores. Differences, favoring supervisors of franchised stores, of between five and six percentage points, are found with regard to job performance (84 percent vs. 78 percent), adequate supervision (80 percent vs. 74 percent), dealing with people (78 percent vs. 72 percent), and keeping employees informed (75 percent vs. 70 percent).

# V. WHAT ARE THE EFFECTS OF WORKING IN A FAST FOOD JOB?

The focus of this section is on the effects of working in fast food jobs. We begin the section by examining the skills employees learn on their fast food jobs. Next, we look at the employees' attitudes and perceptions about the effects of their working at fast food jobs. We also assess how a number of significant others feel about these employees holding fast food jobs. We end the section by examining the employees' satisfaction with their jobs. Of particular interest in this section will be comparisons among different groups of fast food employees. For example, are females more satisfied than males? Do Hispanics learn more employability skills than other racial/ethnic groups? Do general track students acquire more job skills than academic track students?

## A. Job Related Skills

It was shown in earlier sections that fast food employees are required to perform a wide variety of tasks. Many of these are specific to the fast food industry but a number are clearly transferable to other jobs and domains of an individual's life. The training in these tasks and the continuous and repeated performance of these tasks help employees master a diverse set of skills. While some employees possess these skills prior to their fast food job, others develop them as a direct result of their fast food experience. Table 5.1 provides the response distributions for job skills related to fast food employment.

It will be useful to begin our discussion by considering the impact of the fast food job on the development of skills related to the operation of equipment. Since most fast food employees operate cash registers and/or other types of machines, it is not surprising to find that the fast food job helped (some or a great deal) employees develop skills related to operation of a cash register (80%), operation of food preparation machines (85%), and operation of other machines (76%). It is clear that for the vast majority of fast food employees their jobs have helped them learn how to operate a number of different machines and types of equipment.

In terms of developing management or administrative skills, we see from Table 5.1 that fast food jobs have somewhat less impact than they do on learning how to operate equipment. Specifically, seven out of ten employees developed (some or a great deal) skills related to training other employees. Almost half learned supervisory skills, four out of ten learned inventory control, and less than 20 percent developed bookkeeping or accounting skills. In terms of these administrative skills, it seems safe to conclude that hourly employees develop these skills as a direct consequence of their fast food jobs. Only bookkeeping/accounting skills are not developed by a large proportion of these employees.

Fully 88 percent of the employees developed (some or a great deal)

Table 5.1
Impact of Fast Food Job on Job Related Skills

| | Percentage Helped Develop | | | |
|---|---|---|---|---|
| **Job Related Skills** | **Not at All** | **A Little** | **Some** | **A Lot** |
| Operate a cash register | 14 | 6 | 14 | 66 |
| Operate food preparation machines | 7 | 8 | 24 | 61 |
| Operate other machines | 10 | 13 | 31 | 45 |
| Train other employees | 15 | 14 | 31 | 39 |
| Inventory or stock control | 39 | 20 | 20 | 21 |
| Supervise other employees | 33 | 19 | 23 | 25 |
| Bookkeeping or accounting | 71 | 11 | 9 | 9 |
| Food preparation | 4 | 9 | 26 | 61 |

skills in food preparation as a result of their fast food job. For only four percent did their job not at all help the development of these skills.

When we look at the development of job related skills among employees from different subgroups, we find a considerable amount of variation. Before detailing these, we should note those instances where no differences were found. We found no real differences in the development of any job related skills among employees: from different racial/ethnic groups; from different socioeconomic backgrounds; with different levels of educational attainment; from different high school programs; and with different high school grades. We did, however, find differences among groups of employees by age, sex, hours worked, length of employment, and duties. These differences will be discussed for each group in turn.

Comparing employees from different age groups results in differences in the development of management or administrative skills favoring older employees over younger ones. Specifically, we find the following:

- Employees who are 14-17 years old are less likely to feel that their fast food job helped them (a great deal) develop skills related to training other employees than are employees who are 18 years old or older (27 percent vs. 43 percent).
- Over one-quarter of employees who are 21 years old or older (27%) report that their job helped them a great deal to develop in-

ventory or stock control skills compared to 21 percent of the 18-20 year old employees and 14 percent of employees who are younger than 18 years old.

- Older employees are more likely than younger employees to feel that they developed supervisory skills. Specifically, 33 percent of those 21 or older, 26 percent of 18-20 year olds, and 14 percent of 14-17 year olds report that their job helped a great deal in developing these skills.
- Fifteen percent of employees 21 years old or older compared to nine percent of 18-20 year olds and four percent of 14-17 year olds feel that the job helped them a great deal to learn bookkeeping or accounting skills.

Differences between male and female employees were found for only one job related skill: operating a cash register. Female employees are much more likely than male employees to report that their job helped them (a great deal) develop the skill of operating a cash register (81 percent vs. 40 percent).

Comparing employees who work different hours results in a large number of differences in the development of job related skills. These differences are shown in Table 5.2. The findings suggest that for every job related skill (except operating a cash register), employees who work longer hours are more likely to report that their fast food job helped them a great deal to develop the skill than are employees who work fewer hours.

Table 5.2
Impact of Fast Food Job on Job Related Skills for Employees
Who Work Different Numbers of Hours
(Percent Helped a Great Deal)

| | Hours Worked Per Week | | |
|---|---|---|---|
| Job Related Skill | 20 or Fewer | 21-35 | 36 or More |
| Operate a food preparation machine | 52 | 61 | 68 |
| Operate other machines | 37 | 43 | 54 |
| Train other employees | 24 | 37 | 52 |
| Inventory or stock control | 11 | 16 | 34 |
| Supervise other employees | 12 | 19 | 41 |
| Bookkeeping or accounting | 3 | 6 | 18 |
| Food preparation | 52 | 60 | 68 |

The differences among employees who work different hours are particularly large for developing skills to train other employees, inventory or stock control skills, supervisory skills, and bookkeeping or accounting skills.

When we compare employees who have worked different lengths of time, we again find differences in the development of every skill except operation of a cash register. Specifically, we find the following:

- Fifty-four percent of employees who have worked for one year or less feel their job helped (a great deal) develop skills of operating food preparation machines compared to 64 percent of employees who have worked 13-24 months and 70 percent of those who have worked more than two years.
- Employees who have worked more than two years are more likely to feel their job helped develop skills to operate other machines (53%) than are employees who have worked 13-24 months (48%) or one year or less (39%).
- Fifty-nine percent of the employees who have worked for more than two years report that their job helped a great deal in developing skills to train other employees compared to 44 percent and 25 percent for employees who have worked 13-24 months and one year or less, respectively.
- A higher proportion of employees who have worked more than two years (38%) report that their job helped them develop inventory or stock control skills than employees who have worked 13-24 months (22%) or one year or less (13%).
- Forty-four percent of the employees who have worked more than two years feel their job helped develop supervisory skills compared to 27 percent and 13 percent of employees who have worked 13-24 months and one year or less, respectively.
- A higher percentage of employees who have worked more than two years (18%) feel their job helped develop bookkeeping or accounting skills than employees who have worked 13-24 months (8%) or one year or less (5%).
- Almost seven out of ten of the employees who have worked more than two years feel that their fast food job helped a great deal in learning food preparation skills. The corresponding percentages for employees who have worked 13-24 months and one year or less are 64 and 55, respectively.

Here too we find particularly large differences among employees who have worked different lengths of time on a number of job related skills including: skills for training employees, inventory or stock control skills, supervisory skills, and bookkeeping or accounting skills.

The final characteristic that differentiates employees on their opinions regarding how their fast food job helped develop job related skills is primary store responsibility. Here we find differences among employees on every job related skill. These differences are shown in Table 5.3.

Table 5.3
Impact of Fast Food Job on Job Related Skills for Employees
with Different Primary Store Responsibilities
(Percent Helped a Great Deal)

| Job Related Skills | Primary Responsibility<br>Maintenance | Back of Store | Front of Store | Hosting in Dining Area | Administrative |
|---|---|---|---|---|---|
| Operate a cash register | 16 | 17 | 80 | 78 | 74 |
| Operate food preparation machines | 28 | 60 | 58 | 54 | 75 |
| Operate other machines | 21 | 42 | 41 | 40 | 63 |
| Train other employees | 16 | 26 | 31 | 31 | 73 |
| Inventory or stock control | 17 | 11 | 12 | 13 | 51 |
| Supervise other employees | 11 | 9 | 13 | 15 | 68 |
| Bookkeeping or accounting | 5 | 1 | 3 | 4 | 32 |
| Food preparation | 23 | 64 | 57 | 56 | 75 |

The table suggests that, in general, employees with primary responsibility for administrative tasks are most likely to feel that their fast food job has helped a great deal in developing all job related skills. Employees responsible for maintenance duties, on the other hand, are least likely to feel that their job helped a great deal in developing this set of job related skills.

From the set of comparisons reported above it seems clear that employees' opinions about how helpful their job is in developing job related skills differ depending on how long they work each week, how long they have worked at their job, their age, their primary responsibility in the store, and, to some degree, their sex.

## B. General Employability Skills

We now turn to the impact of fast food jobs on more general employability skills. Our reason for looking at employability skills is the importance of these for future success in obtaining jobs and progressing in a career. Almost all of these are critical to being successful on a job and are often found to be of concern to employers who hire youth and others with limited job experience.

Figure 5.1
Impact of Fast Food Job on General World of Work Skills

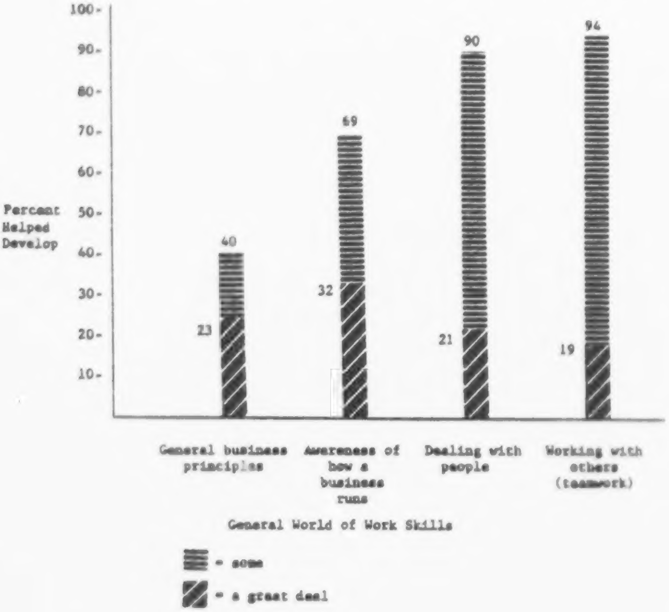


Figure 5.1 presents one set of findings related to the development of employability or world of work skills. As the figure indicates, general business principles are less likely to be developed as a result of working in a fast food job than is an awareness of how a business runs (40 percent vs. 69 percent).

The impact of the job on the skills required for dealing with people and for working with others is overwhelming. Over nine out of ten employees reported that the job helped them develop skills necessary for working with others, while 90 percent reported that it helped in developing skills for dealing with people. In terms of business operation and dealing or working with others, the fast food job clearly helps employees develop skills that are important for success in the world of work.

Just as there are differences among subgroups of fast food employees in the development of job specific skills, there are also differences with regard to this set of employability or world of work skills. Comparing employees from different age groups suggests that older employees are somewhat more likely than younger ones to report that their job helped (some or a great deal) develop general business principles (45 percent of 21 year olds or older, 42 percent of 18-20 year olds, and 35 percent of 14-17 year olds). If we look at differences between male and female employees, we find a much higher proportion of female employees (79%) than male employees (50%) reporting that their fast food job helped them a great deal in learning to deal with people (94 percent vs. 82 percent if we include both helped some and helped a great deal). We also find female employees more likely than male employees to feel that their job helped (a great deal) in developing skills of working with others (teamwork). The percentages are 80 for female and 64 for male employees.

Differences are found for three of the four world of work skills when we compare employees who work different hours, those who have worked for different lengths of time, and those with different primary store responsibilities. These differences are all portrayed in Table 5.4.

Table 5.4
Impact of Fast Food Job on General World of Work Skills
for Different Groups of Fast Food Employees
(Percent Helped Some or a Great Deal)

| | World of Work Skills | | | |
|---|---|---|---|---|
| Characteristic | General Business Principles | Awareness of How a Business Runs | Dealing with People(*) | Teamwork |
| Hours worked: | | | | |
| 20 or less | 31 | 60 | 64 | |
| 21-35 | 37 | 68 | 69 | |
| 36 or more | 51 | 76 | 74 | |
| Length of employment: | | | | |
| one year or less | 32 | 63 | 64 | |
| 13-24 months | 42 | 71 | 70 | |
| more than 2 years | 54 | 77 | 78 | |
| Duties: | | | | |
| Maintenance | 13 | 22 | | 51 |
| Back of store | 5 | 21 | | 63 |
| Front of store | 12 | 32 | | 77 |
| Hosting in dining area | 15 | 35 | | 78 |
| Administrative | 40 | 61 | | 81 |

* Percents are for helped a great deal only. Where no real differences were found among groups, percentages are not provided.

As the table shows, differences are found in the development of general business principles, awareness of how a business runs, and skills for dealing with people, favoring employees who work 36 or more hours per week over those who work less. Development of the same three world of work skills also favors employees who have worked at their fast food job for more than two years over those who have worked less. Comparing employees with different primary store responsibilities shows that those with responsibility for administrative duties feel they are more likely than others to develop general business principles and awareness of how a business runs as a result of their fast food employment. For development of teamwork skills, the findings show that employees responsible for maintenance and the back of the store are less likely than others to feel that their job helped them develop these skills.

Table 5.5
Impact of Fast Food Job on Employability Skills

| | Percentage Helped | | |
|---|---|---|---|
| Employability Skill | Not at All | Some | A Great Deal |
| Dealing with customers | 15 | 33 | 51 |
| Taking directions | 27 | 42 | 31 |
| Getting along with coworkers | 25 | 36 | 39 |
| Being on time | 43 | 26 | 31 |
| Finishing an assigned task | 36 | 34 | 30 |
| Taking responsibility for mistakes | 34 | 36 | 29 |
| Being dependable | 41 | 25 | 34 |
| Being well groomed | 56 | 22 | 22 |
| Managing my own money | 48 | 31 | 21 |
| Saving for what I want | 49 | 29 | 22 |
| Getting along on a certain amount of money | 48 | 29 | 23 |

Table 5.5 shows the impact of fast food employment on the acquisition of a related set of employability skills. The majority of these employability skills are basic not only for successfully performing in a job but for functioning as a member of a family, a community, or the larger society. Many of these skills are taught in school, in the home, and in other organizations. It is, therefore, interesting to note the relatively high proportion of employees who report that their fast food job helped

them (some or a great deal) in learning these skills.

The first skill area, dealing with customers, is the only one that is relevant to work of a specific type (e.g. sales). We find that for 85 percent of these employees their job helped them (some or a great deal) learn the skill of dealing with customers, with 51 percent reporting that it helped a great deal. The next set of skills is more related to future employability in general. Taking directions, getting along with coworkers, being on time, finishing an assigned task, taking responsibility, and being dependable are all skills that employers value. For each of these skills over half of the fast food employees reported that their job helped them learn it (some or a great deal). More specifically, the fast food job helped:

- 73 percent learn about taking directions (31 percent a great deal);
- 75 percent learn about getting along with coworkers (39 percent a great deal);
- 57 percent learn about being on time (31 percent a great deal);
- 64 percent learn about finishing an assigned task (30 percent a geat deal);
- 65 percent learn about taking responsibility for mistakes (29 percent a great deal); and
- 59 percent learn about being dependable/coming to work regularly (34 percent a great deal).

In addition, over four out of ten of the employees reported that their job even helped them learn about being well groomed. This may not be too surprising since certain health codes require any worker who handles food to meet minimum health and grooming standards.

The final set of general employability skills is related to financial/money matters. Here too we find that the fast food work experience helped (some or a great deal) over half of the employees learn about money management skills (52%), saving money (51%), and budgeting their money (52%).

This set of findings shows that employees are learning general employability skills through their fast food employment experience. In fact, for some it appears that this is the primary arena for learning such skills.

When we looked at how the fast food job experience helped subgroups of employees learn the more basic employability skills, a number of very clear differences were found. Before detailing these, however, we must make note of a consistent pattern that emerges in these comparisons. Even when large differences were not found among subgroups of employees, there was a tendency for certain subgroups to be more likely to report that their fast food job helped them a great deal in learning these skills. The pattern of the fast food job helping to learn employability skills is as follows:

- younger employees more than older employees;
- Black and Hispanic employees more than White employees;

- employees from lower socioeconomic backgrounds more than those from upper socioeconomic backgrounds;
- employees who have completed fewer years of school more than those with higher levels of educational attainment;
- employees with vocational/technical and general (to a lesser extent) high school programs more than those from academic programs;
- employees with lower high school grades more than those with higher grades; and
- employees from franchised stores more than those from company-owned stores.

Looking at the differences among the racial/ethnic groups suggests that the fast food job experience is more helpful to Black and Hispanic employees than to White employees. This is displayed in Table 5.6, which compares the development of employability skills for the three racial/ethnic groups. For each of these skills, a larger proportion of Hispanic employees and, to a lesser extent, Black employees feel that their fast food job helped them a great deal in learning that skill than do White employees.

Table 5.6
Development of Employability Skills for Fast Food Employees from Different Racial/Ethnic Groups*
(Percent Helped a Great Deal)

| | Racial/Ethnic Group | | |
|---|---|---|---|
| Employability Skill | Black | White | Hispanic |
| Being on time | 39 | 29 | 43 |
| Finishing an assigned task | 36 | 29 | 41 |
| Taking responsibility for mistakes | 34 | 27 | 45 |
| Being dependable | 43 | 31 | 45 |
| Being well groomed | 32 | 19 | 34 |
| Managing my own money | 29 | 19 | 36 |
| Saving for what I want | 29 | 20 | 31 |
| Getting along on a certain amount of money | 25 | 21 | 33 |

* Only employability skills which showed relatively large differences are included.

When we look at employees from different socioeconomic backgrounds, we find relatively large differences on four of the employability skills. In each case, a higher percentage of employees from lower socioeconomic backgrounds than from middle and upper socioeconomic backgrounds feel that their fast food job helped them a great deal in learning the skill. The findings are as follows:

- being on time — 34 percent lower, 28 percent middle, 23 percent upper;
- finishing an assigned task — 33 percent lower, 28 percent middle, 23 percent upper;
- being dependable — 37 percent lower, 30 percent middle, 24 percent upper; and
- being well groomed — 25 percent lower, 18 percent middle, 4 percent upper.

Comparing employees with different levels of educational attainment uncovered relatively large differences on a number of employability skills. These differences are shown in Table 5.7. In every case, we find that employees who have completed less than 12 years of schooling are more likely than those with more education to feel that their fast food job helped them a great deal in learning the skill.

Table 5.7
Development of Employability Skills for Fast Food Employees
with Different Levels of Educational Attainment
(Percent Helped a Great Deal)

| | Educational Attainment | | |
|---|---|---|---|
| Employability Skill | Less than 12 Years | 12 Years | More than 12 Years |
| Being on time | 35 | 31 | 24 |
| Finishing an assigned task | 35 | 30 | 22 |
| Taking responsibility for mistakes | 34 | 29 | 21 |
| Being dependable | 38 | 33 | 25 |
| Managing my own money | 25 | 23 | 13 |
| Saving for what I want | 25 | 24 | 16 |
| Getting along on a certain amount of money | 26 | 22 | 16 |

## C. Attitudes About the Effects of Fast Food Employment

Another way of looking at the effects of the fast food work experience is to assess how employees feel about the effects of the job. Employees were asked a series of questions about how their job affects different aspects of their lives including school, friends and social life, and family. Table 5.8 shows the employees' perceptions of the effects of their fast food job. Less than one-quarter of the fast food employees feel that their job interferes with school work. Almost 10 percent feel they do better in school, and 13 percent feel they do worse in school since they have been working in the fast food restaurant. It seems safe to say that for this group of employees, the fast food job has only a minimal effect on school work.

Table 5.8
Employee Perceptions of the Effects of the Fast Food Job
on School, Family, and Friends

| Perception of Effects | Percentage | | |
|---|---|---|---|
| | Agreeing | Neutral | Disagreeing |
| Job interferes with school work | 23 | 22 | 54 |
| Do better in school | 9 | 42 | 49 |
| Do worse in school | 13 | 40 | 47 |
| Social life is about the same | 40 | 20 | 40 |
| Made new friends on the job | 90 | 6 | 4 |
| Get along better with people | 54 | 34 | 12 |
| Get along better with parents | 23 | 56 | 21 |
| Don't see friends as much as would like | 31 | 31 | 28 |

In terms of the effect of working on friends and social life, we find that 40 percent of the employees feel that their social life is about the same as before, and an equal proportion feel that it has changed. Almost one-third report that they don't see their friends as much as they'd like, but nine out of ten have made new friends on the job. Working in fast food jobs, therefore, seems to be a "mixed bag" for employees in terms of their social lives and their friends. Finally, we find that almost one-quarter of fast food employees feel that they get along better with their parents since working at their fast food job.

Differences in attitudes about some of the effects of fast food jobs are found among subgroups of employees. When we look for differences among employees from different age groups we find only one of any significance. Younger employees (14-17 years old) are more likely to feel that their fast food job has helped them get along better with people than are older employees (60 percent for 14-17 year olds, 53 percent for 18-20 year olds, and 48 percent for those 21 or older). Comparing male and female employees on their feelings about the effects of their fast food job shows that male employees are more likely to have their school work impacted by their fast food job than are female employees. A higher proportion of males feel that they do better in school and a higher proportion feel they do worse in school. Specifically, we find that 12 percent of the male employees feel they do better in school compared to seven percent for female employees, and 16 percent of the males feel they do worse in school compared to 11 percent of the females.

When we look at differences among racial/ethnic groups, we find the following. First, Black employees are more likely to strongly agree that their social life is unchanged than are White and Hispanic employees (23 percent for Blacks compared to 12 percent for Hispanics and 14 percent for Whites). Second, a higher proportion of Hispanic employees (61%) feel that they get along better with people as a result of their fast food job than do White employees (54%) and Black employees (47%).

Comparing the attitudes of employees with different levels of educational attainment results in the following:

- Employees with less than 12 years of education are more likely to feel that they do worse in school as a result of working in their fast food job than are employees with 12 or more years of education (19 percent vs. 10 percent).
- A somewhat higher proportion of employees with a twelfth grade education or lower strongly agree that they have made new friends on their fast food job than do employees with educational attainments beyond high school completion (65 percent vs. 57 percent).
- Fifty-six percent of those employees with a twelfth grade education or less feel that their fast food job helped them get along better with people. The corresponding percentage for employees who have completed more than 12 years of schooling is 45.
- One-quarter of the employees with educational attainments of 12 years or less feel that they get along better with their parents since working at their fast food job. This compares to 17 percent of employees with educational attainments of more than 12 years.

Comparing employees from different high school programs shows that those from academic programs are more likely than others to feel that their fast food job interferes with their school work and that they do worse in school since working at their job. Specifically, 31 percent of the employees from academic programs feel that their job interferes with their school work compared to 18 percent each for employees from general and vocational/technical programs. In terms of feeling that they do worse in school, 17 percent of those from academic programs feel this way compared to 11 percent each for employees from the other two high school programs.

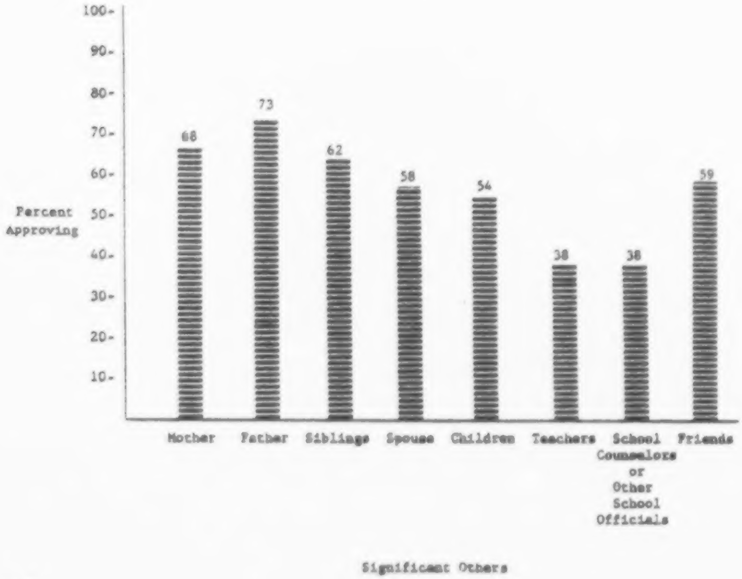
Employees with high school grades higher than B are more likely to feel that their fast food job interferes with their schoolwork than are employees with grades of B or lower (30 percent vs. 20 percent).

It would seem from the above discussion that employees' attitudes regarding the effects of their fast food job are affected, albeit only to a small degree and only with regard to a few specific effects, by their age, sex, race/ethnicity, educational attainment, high school program, and grades. It is important to note, however, that for the vast majority of attitudes about specific effects of the fast food job, we find little or no differences among employees from subgroups differentiated by demographic and other characteristics.

## D. Attitudes of Others

How do significant others feel about these employees working at fast food jobs? The answer to this question is provided in Figure 5.2. The figure shows that an overwhelming proportion of parents approve of their children's fast food employment. Sixty-eight percent of mothers

Figure 5.2
Attitudes of Significant Others about Fast Food Employment

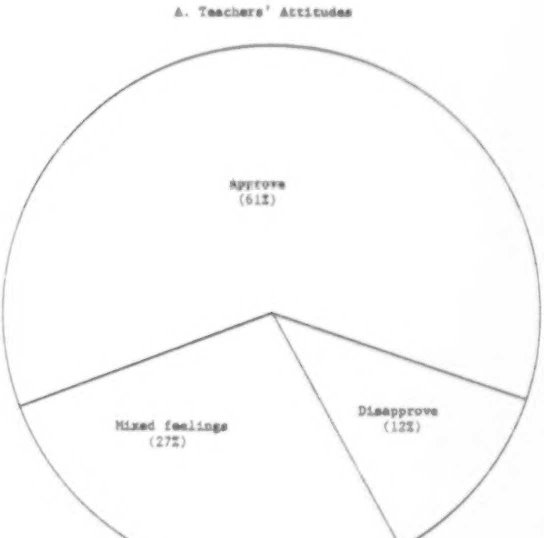


and 73 percent of fathers approve; only 10 percent of mothers and 9 percent of fathers disapprove of their children working at fast food jobs. For those employees who know how their brothers and sisters feel, seven out of ten report that their siblings approve.

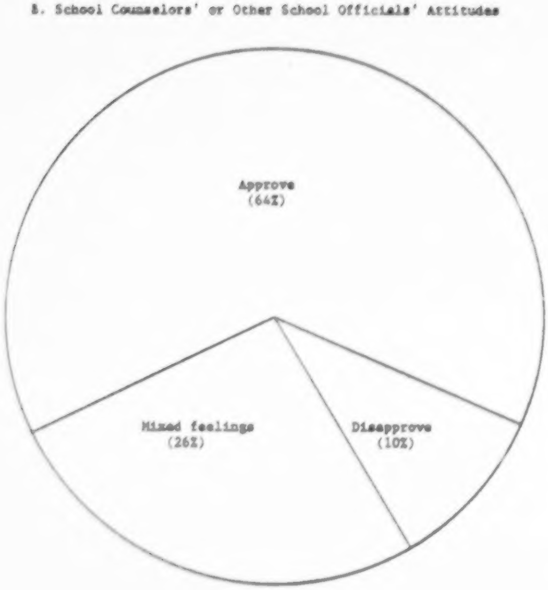
For those employees who are married, 58 percent feel that their spouse approves of their fast food job. Those with children report that over half approve of their parents holding fast food jobs. A majority of employees who have their own families, then, find support from their wives or husbands and their children for their working in fast food jobs.

When we look at teacher and school counselor or other school officials' attitudes, a less clear picture emerges. As Figure 5.2 shows, thirty-eight percent of each group approve of their students working in fast food jobs. It should be noted, however, that 38 percent of these employees don't know how their teachers feel and 40 percent don't know how school counselors or other school officials feel (by far the highest percentage of "don't knows" in this group of significant others). If these "don't knows" are not included in our calculations, a very different picture unfolds. As Figure 5.3 shows, 61 percent of the employees who

Figure 5.3
School Personnel's Attitudes about Fast Food Employment*


A. Teachers' Attitudes

* Percentages are calculated based only on those employees who responded "approve," "mixed," or "disapprove." "Don't knows" are not included.


B. School Counselors' or Other School Officials' Attitudes

know their teachers' attitudes toward fast food employment report that these teachers approve; the corresponding percentage for school counselors or other school officials is 64 percent. Also, only 12 percent of teachers and 10 percent of school counselors or other school officials disapprove of the fast food job.

The last category of significant others that we look at is friends. For many younger employees, the peer group is very important for shaping values and attitudes. We find (see Figure 5.2) that almost six out of every ten employees think that their friends approve of their fast food job. If the 11 percent of the employees who don't know their friends' attitudes are not included in our calculations, the percentage approving increases to 67, and the percentage of friends who disapprove is less than 10.

The perceived attitudes of significant others about fast food employment differs among subgroups of fast food employees. We begin by looking at differences between employees from company and franchised stores and then turn to an examination of differences among employees with different demographic characteristics and educational backgrounds.

When comparing employees from different types of stores, we find those who work in franchised stores perceiving that their significant others hold a more positive view of the fast food job that do employees from company-owned stores, as shown in Table 5.9.

Differences are also found among employees from different age groups. As Table 5.10 shows, employees who are 14-17 years old are

### Table 5.9
### Perceived Attitudes of Significant Others for Employees from Different Types of Fast Food Restaurants (Percent Approving)

| Significant Other | Type of Fast Food Restaurant<br>Company-Owned | Franchised |
|---|---|---|
| Mother | 61 | 69 |
| Father | 55 | 63 |
| Sibling | 53 | 61 |
| Spouse * | 55 | 66 |
| Teacher ** | 59 | 66 |
| School counselor ** | 61 | 68 |
| Friends | 54 | 62 |

* Calculated for only those employees who are married.

** "Don't knows" are not included in calculations due to their large number.

more likely to perceive that significant others approve of their fast food job than are older employees.

### Table 5.10
### Perceived Attitudes of Significant Others for Employees from Different Age Groups (Percent Approving)

|  | Age Group |  |  |
|---|---|---|---|
| Significant Other | 16-17 | 18-24 | 25 or Older |
| Mother | 75 | 65 | 61 |
| Father | 70 | 63 | 56 |
| Sibling | 70 | 60 | 56 |
| Friends | 67 | 55 | 58 |

When we look for differences in the perceptions of significant others' attitudes among employees with different levels of educational attainment, we find that perceived approval rates are higher as the level of educational attainment decreases. In Table 5.11 we see that a higher proportion of employees with less than 12 years of educational attainment than employees with higher levels of educational attainment perceive that each category of significant others approves of their fast food job.

Table 5.11
Perceived Attitudes of Significant Others for Employees with
Different Levels of Educational Attainment
(Percent Approving)

| | Level of Educational Attainment | | | |
|---|---|---|---|---|
| Significant Other | Less than 12 Years | 12 Years | 1-3 Years of College | 4 or More Yrs. of College |
| Mother | 70 | 60 | 56 | 43 |
| Father | 64 | 55 | 50 | 40 |
| Sibling | 63 | 54 | 49 | 42 |
| Friends | 64 | 57 | 46 | 29 |

We also find differences among employees from different high school programs and with different high school grades. In both cases the differences are with respect to the perceived attitudes of teachers and school counselors. Specifically we find the following:

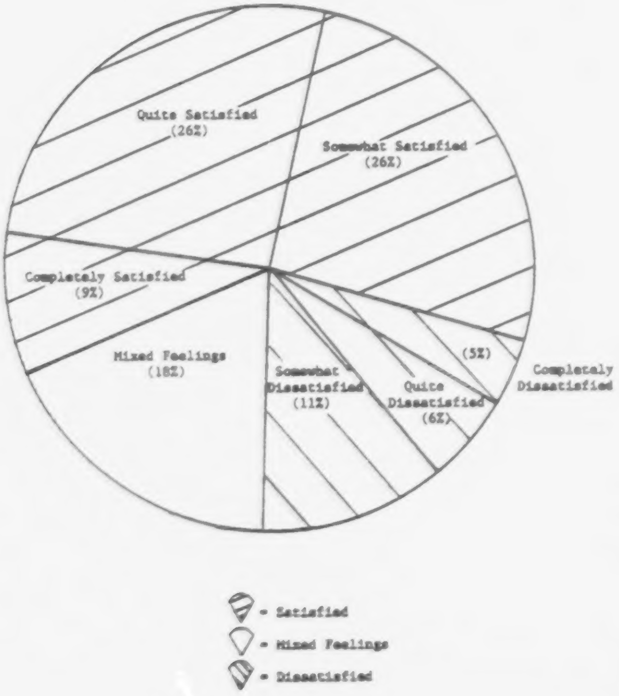
- Employees from vocational/technical and general high school programs are more likely to perceive that teachers and school counselors approve of their fast food job than are employees from academic programs. Those from vocational/technical programs perceive that 70 percent of teachers and 71 percent of counselors approve compared with 66 percent and 67 percent for those from general programs and 56 percent and 60 percent for those from academic programs.
- Employees with high school averages of B or lower are more likely to perceive that their teachers (65%) and school counselors (66%) approve of their fast food job than are employees with high school grades higher than B (55 percent that teachers approve and 60 percent that school counselors approve).

The employee's age, level of educational attainment, type of store employed in, and high school program and grade can affect how significant others feel about the fast food job. It is interesting to note, however, that we found virtually no differences in the perceptions of significant others' attitudes when we compared employees who differed by sex, racial/ethnic group, and socioeconomic background.

## E. Satisfaction

A full understanding of the effects of fast food employment involves not only the examination of skills learned, perceived effects, and the attitudes of significant others, but also the individual's sense of job satisfaction. We will look at the employees' general levels of satisfaction and a number of sub-dimensions of satisfaction. Our general measure of job satisfaction consisted of a single item which asked the respondents to indicate their overall satisfaction on a seven-point scale (see Figure 5.4). In addition, employees were asked a series of questions on different dimensions of job satisfaction.

Figure 5.4
Job Satisfaction of Fast Food Employees



The distribution of satisfaction is skewed, with 61 percent of the employees falling in the "completely," "quite," and "somewhat" satisfied categories. Looking at the figure another way, we find that over one-third of the employees are completely (9%) or quite (26%) satisfied compared to only five percent and six percent who are completely or quite dissatisfied, respectively. To this latter group we would add the 11 percent who are somewhat dissatisfied and find that, overall, less than one-quarter of fast food employees are dissatisfied with their jobs.

Age comparisons suggest that older fast food employees tend to be more satisfied than younger employees. Almost 70 percent of those employees who are 25 years old or older report that they are satisfied with their fast food job compared to 59 percent of the younger employees. While we find no differences between male and female employees or among employees with different socioeconomic backgrounds, we do find some noteworthy differences in overall job satisfaction when we compare racial/ethnic groups. As a group, Hispanic employees are somewhat more satisfied with their fast food jobs than are either Black or White employees. Two-thirds of the Hispanic employees report that they are satisfied (41 percent completely or quite) with their job compared to 61 percent for White employees (35 percent completely or quite) and 56 percent for Black employees (31 percent completely or quite). Black employees, on the other hand, are more likely to have mixed feelings or to be dissatisfied with their fast food job than are employees from other racial/ethnic groups.

Job satisfaction is also related to hours worked and length of employment. We find that as number of hours worked and length of employment increase, so do levels of job satisfaction. Specifically, 54 percent of the employees who work twenty or fewer hours per week report they are satisfied with their fast food job compared to 61 percent and 65 percent, respectively, for employees who work 21 to 35 hours and those who work 36 or more hours per week. Two-thirds of those employees who have worked at their fast food job for more than two years report that they are satisfied with their job. The corresponding percentages for employees who have worked for 13-24 months and one year or less are 61 and 56, respectively.

When we compare levels of job satisfaction for employees with different primary store responsibilities, we find a number of small but interesting differences. These are shown in Table 5.12. Clearly, those employees who have administrative duties as their primary responsibility are most satisfied (66%). They are followed by employees responsible for front of the store duties (62%) and hosting in the dining area (56%). The two groups with the lowest proportion of satisfied employees are those who have primary responsibility for back of the store duties (54 percent satisfied) and for maintenance tasks (52 percent satisfied).

Table 5.12
Job Satisfaction of Fast Food Employees
with Different Primary Store Responsibilities

| Primary Store Responsibility | Percentage Satisfied |
|---|---|
| Maintenance | 52 |
| Back of the store | 54 |
| Front of the store | 62 |
| Hosting in dining area | 56 |
| Administrative | 66 |

Comparing employees from different types of fast food stores shows that those from franchised stores are more satisfied than employees from company-owned stores. Almost 40 percent of the franchisee employees are completely or quite satisfied compared to 30 percent of the company store employees. In terms of dissatisfaction, we find one-quarter of the employees from the company-owned stores so reporting compared to 18 percent of the employees from franchised stores.

We next turn to an examination of a number of sub-dimensions of job satisfaction. Table 5.13 shows how employees feel about different dimensions of job satisfaction.

We can summarize our findings on the different dimensions of job satisfaction as follows:

- Sixty-seven percent enjoy working at their fast food restaurant.
- Over half are proud to be working at their fast food job, while only 14 percent are embarrassed.
- Fifty-four percent like their job more now than when they started, while one-quarter like it less.
- Twenty-eight percent are bored working at their fast food job.
- Less than one-third feel they are adequately paid for the job they do.
- Eighty-five percent like their coworkers, and almost seven in ten like most of their customers.

With the exception of adequacy of pay, most of these workers appear to be satisfied with their fast food job, as determined by their assessment of these sub-dimensions of job satisfaction.

When we compare fast food employees from different age groups, we find that older employees (25 years or older) view their fast food work

Table 5.13
Satisfaction with the Fast Food Job

| Dimension of Satisfaction | Percentage<br>Agree | <br>Neither Agree nor Disagree | <br>Disagree |
|---|---|---|---|
| Enjoy working here | 67 | 15 | 18 |
| Proud to be working here | 51 | 28 | 21 |
| Embarrassed to be working here | 14 | 25 | 61 |
| Like job more now than when started | 54 | 21 | 25 |
| Like job less now than when started | 25 | 23 | 52 |
| Bored working here | 28 | 27 | 44 |
| Adequately paid for job done | 31 | 17 | 52 |
| Like coworkers | 85 | 11 | 4 |
| Like most of the customers | 68 | 21 | 11 |

experience more positively than do younger employees. More specifically, we find that older employees more often report that they:

- enjoy working in the fast food restaurant (80 percent for older employees vs. 64 percent for younger employees);
- are proud to work in the fast food restaurant (69 percent vs. 47 percent);
- like the job more now than when they started (67 percent vs. 52 percent); and
- are not bored working at their fast food job (60 percent vs. 42 percent).

In terms of these different dimensions of satisfaction, we also find that there are small differences between male and female employees, with the latter group tending to be somewhat more positive about their work experience. Differences of between four and nine percentage points were found for every dimension, except "like most of the customers" where female employees are more positive than male employees by almost 20 percentage points, as shown in Table 5.14.

Table 5.14
Male and Female Employee Differences on Dimensions of Job Satisfaction

|  | Percentage Agreeing |  |
|---|---|---|
| Dimension of Satisfaction | Male | Female |
| Enjoy working here | 62 | 70 |
| Proud to be working here | 45 | 53 |
| Like job more now than when started | 50 | 56 |
| Bored working here | 31 | 27 |
| Adequately paid for job done | 28 | 33 |
| Like coworkers | 82 | 87 |
| Like most of the customers | 54 | 76 |

Generally, we find little or no differences among the three racial/ethnic groups on these different dimensions of satisfaction. The three instances where differences are found are detailed below:

- Fifty-six percent of Black employees are proud to work in the fast food restaurant compared with 53 percent of Hispanics and 49 percent of Whites.
- Almost 60 percent of Hispanics like their job more now than when they started compared with 54 percent of Whites and 49 percent of Blacks.
- Thirty percent of Whites are bored working in their fast food job compared with 25 percent of Hispanics and 24 percent of Blacks.

In comparing employees from different socioeconomic backgrounds, we find employees from lower socioeconomic backgrounds are more positive about their fast food job experience than are employees from middle and upper socioeconomic backgrounds. More specifically, we find employees from lower socioeconomic backgrounds more often report that they:

- enjoy working in the fast food restaurant (70 percent for lower, 64 percent for middle, and 58 percent for upper socioeconomic background employees);
- are proud to be working in the fast food restaurant (55 percent compared to 45 percent and 39 percent); and

- are less embarrassed to be working in the fast food restaurant (13 percent of lower socioeconomic background employees embarrassed compared to 15 percent and 22 percent of employees from middle and upper socioeconomic backgrounds).

For two dimensions of satisfaction we find differences among employees who work different amounts of time per week. First, employees who work 36 hours or more are more likely to report that they enjoy working in the fast food restaurant than are employees who work 21-35 hours and those who work 20 hours or less per week (72 percent compared to 67 percent and 60 percent). Second, employees who work more hours are more likely than others to be proud to work in the fast food restaurant. Fifty-seven percent of those who work 36 or more hours per week are proud to work in the restaurant compared to 47 percent and 43 percent for employees who work 21-35 hours and 20 or fewer hours per week, respectively.

The only difference in the dimensions of satisfaction that is found for employees with different levels of educational attainment regards being embarrassed at working in the fast food restaurant. A higher proportion of employees with more than 12 years of schooling report that they are embarrassed (23%) than do employees with 12 years of schooling (17%) or less than 12 years of schooling (13%).

Primary store responsibilities differentiate employees' satisfaction on only two of the different dimensions. First, employees with maintenance and back of the store responsibilities are less likely to enjoy working in the fast food restaurant than are other employees (58 percent for maintenance, 60 percent for back of the store, 66 percent for hosting in dining area, 67 percent for front of the store, and 74 percent for administrative). Second, a higher proportion of employees with primary responsibility for administrative duties are proud to be working in the fast food restaurant than employees with other primary responsibilities. Sixty-two percent of employees with administrative responsibilities are proud to work in the restaurant compared to 51 percent for those with hosting responsibilities, 49 percent for those with maintenance responsibilities, 48 percent for those with front of store responsibilities, and 42 percent for those with back of store responsibilities.

Finally, we find that employees from franchised stores are somewhat more satisfied than their counterparts from company-owned stores, as demonstrated by the different dimensions of job satisfaction. These small but consistent differences are shown in Table 5.15.

As with our overall measure of job satisfaction, the different dimensions all suggest a tendency (small but consistent) for franchisee employees to be more satisfied than company store employees. More specifically, we find that more employees from franchisee stores than from company-owned stores:

- enjoy working in their fast food restaurant (71 percent vs. 63 percent);
- are proud to work in the store (53 percent vs. 47 percent);

## Table 5.15
## Satisfaction with the Fast Food Job for Employees from Different Types of Fast Food Restaurants

| | Percentage Agreeing | |
|---|---|---|
| Dimension of Satisfaction | Company-Owned Store | Franchised Store |
| Enjoy working here | 63 | 71 |
| Proud to be working here | 47 | 53 |
| Embarrassed to be working here | 16 | 13 |
| Like job more now than when started | 51 | 57 |
| Like job less now than when started | 26 | 24 |
| Bored working here | 30 | 28 |
| Adequately paid for the job | 30 | 30 |
| Like coworkers | 84 | 86 |
| Like most of the customers | 65 | 71 |

- are not embarrassed to be working in the store (64 percent vs. 57 percent);
- like the job more now than when they started (57 percent vs. 51 percent);
- are not bored working in their fast food restaurant (45 percent vs. 41 percent);
- like their coworkers (86 percent vs. 84 percent); and
- like most of their customers (71 percent vs. 65 percent).

# VI. DO EMPLOYEES SEE A FUTURE IN THE FAST FOOD INDUSTRY?

Fast food employment has long been considered the mainstay of the secondary or youth labor market. As such, it is characterized by relatively low skilled short-term employment. While this perception may in fact be true for hourly jobs (crew persons) in the industry, there are many other positions in the store and the industry that are in the primary labor market and that offer opportunities for mobility and a long-term career. Employees were asked a series of questions about their desire for mobility within the restaurant and within the company. The answers to these questions show some very enlightening patterns of future goals. In this section, we examine these patterns and how they differ among subgroups of fast food employees.

## A. Mobility Goals Within the Restaurant

Employees were asked if they would like to move up to a more responsible position in the fast food restaurant where they are currently employed. As Table 6.1 shows, over half of these employees want to move up to a more responsible position, while less than one-quarter do not desire such a position. The percentage of employees who want to become an assistant manager or manager is lower but still relatively large. Specifically, 37 percent would like to become an assistant manager and 32 percent would like to become a manager. It would seem that the proportion of employees who desire to be upwardly mobile within the restaurant declines as the status and responsibilities associated with a

Table 6.1
Fast Food Employees' Desire for Promotion
within the Restaurant

| | Percentage | | |
|---|---|---|---|
| Category | Agree | Neither Agree nor Disagree | Disagree |
| Desire more responsible position | 57 | 21 | 22 |
| Desire to be an assistant manager | 37 | 22 | 41 |
| Desire to be manager | 32 | 23 | 46 |

given position increase. In other words, the percentage of employees who would like to move up to a more responsible position (not specified) is higher than the percentage who would like to become an assistant manager and that percentage is higher than the percentage who would like to become a manager.

Although a relatively large proportion of fast food employees would like to be upwardly mobile within the store they currently work at, the possibilities for such mobility may be limited. There may be problems with a manager, with scheduling, with limited numbers of openings, or with the employee's own estimation of her/his skills or abilities. To assess this, employees were asked what they thought their chances were for upward mobility within the restaurant. Half felt that they had a good chance to move up while 26 percent thought that they didn't have a good chance of moving up.

When we look at differences in mobility goals within the restaurant for employees from different age groups, an interesting phenomenon is discovered. A greater proportion of employees in the 21-24 year old age group consistently aspire to upward mobility than do the employees from the other age groups. While the difference is small with regard to wanting more responsibility in the restaurant (59 percent for 21-24 year olds compared with 57 percent for younger and 51 percent for older employees), it is larger with regard to wanting to be a manager or an assistant manager. Forty-four percent of 21-24 year olds would like to be an assistant manager compared to 36 percent for younger and 34 percent for older employees, and 42 percent of 21-24 year olds would like to be a manager compared to 31 percent of older and 26 percent of younger employees.

We assume that these differences are due, in part, to the stage in their careers at which we find these fast food employees. Employees who are 21-24 years old are at a stage where they are thinking about longer-term career goals. Younger employees are probably more concerned with their immediate needs rather than long-term career plans, while the older employees are using the fast food employment as a re-entry into the labor force or as a part-time (and no more) means of increasing personal or family income.

We also find that a larger proportion of male employees aspire to more responsible positions in the restaurant. Specifically, 61 percent of male employees would like to move up to a more responsible position in the restaurant compared to 54 percent of female employees. In terms of wanting to be an assistant manager, we find a difference of seven percentage points favoring male employees (41%) over female employees (34%) and a difference of 12 percentage points in the desire to be a manager (39 percent of males vs. 27 percent of females). With regard to their perceived chances of moving up in the restaurant, we find that 54 percent of the males feel they have a good chance compared to 48 percent of the female employees.

Regarding racial/ethnic group differences on mobility goals in the fast food restaurant, a number of interesting findings emerge. First, a larger proportion of Hispanics (65%) and Blacks (64%) would like more responsibility in the restaurant as compared to Whites (55%). Second, the percentage of Blacks and Hispanics who aspire to be assistant managers is higher than for Whites (46 percent of Blacks, 44 percent of Hispanics, and 34 percent of Whites). Third, employees from the two minority groups more often want to be managers (41 percent of Blacks, 38 percent of Hispanics, and 29 percent of Whites). Finally, while we find differences in their perceived chances for mobility within the restaurant, these differences are smaller than those found regarding the specific mobility goals just cited. Specifically, 53 percent of Blacks, 55 percent of Hispanics, and 49 percent of Whites feel that they have a good chance to move up in the restaurant.

Employees who work longer hours more often aspire to more responsibility within the restaurant than do employees who work fewer hours. Those who work longer hours are also more likely to aspire to management positions. These differences are shown in Table 6.2. The differences are particularly large when employees are asked about their desire to be an assistant manager or manager. When asked what they thought their chances of moving up were, 60 percent of the employees who worked 36 or more hours per week felt they had a good chance compared to 49 percent for those who worked 21-35 hours and 39 percent for those who worked 20 or fewer hours per week. Not only are employees who work longer hours more likely to aspire to higher positions, they also are more likely to believe that they have a good chance to move up to these positions.

Table 6.2
Desire for Promotion for Fast Food Employees Who Work
Different Numbers of Hours
(Percent Aspiring to Position)

| | Average Hours Per Week | | |
|---|---|---|---|
| Category | 1-20 | 21-35 | 36 or More |
| More responsible position | 47 | 55 | 66 |
| Assistant manager | 26 | 34 | 46 |
| Manager | 19 | 28 | 58 |

A set of noteworthy findings emerges when we look at mobility goals of employees with different primary responsibilities in the fast food store. In every case hourly employees who have primary responsibilities for administrative tasks are more likely to aspire to higher positions within the restaurant than are other employees. They are also more likely to believe that they have a good chance to move up to these positions. Specifically, we find the following:

- Sixty-nine percent of the hourly employees with primary responsibilities for administrative tasks want more responsibility in the restaurant compared to 54 percent for other employees.
- Over half of those employees with administrative responsibilities want to be assistant managers compared to one-third of other employees.
- Forty-six percent of the employees with primary responsibilities for administrative tasks aspire to be managers compared to 27 percent for other employees.
- Almost three-quarters of the hourly employees with administrative responsibilities think that they have a good chance of moving up in the restaurant compared to 44 percent of other employees.

It would seem, from this set of findings, that hourly fast food employees who have had primary responsibility for administrative tasks aspire to those higher positions in the fast food store that are more likely to offer increased responsibilities and provide the rewards associated with such responsibilities.

## B. Mobility Goals Within the Company

Many fast food employees recognize that there are opportunities for advancement within the fast food company they work for. Almost half of these fast food employees would like to move up to a more responsible position in the company while only 26 percent would not like to move up in the company. As far as the desire to become an executive in the company is concerned, a smaller percentage have this goal. Three out of ten fast food employees report that they would like to become an executive in the company, compared with almost half who say they would not like such a position.

As with the desire for mobility within the restaurant, we find a larger proportion of 21-24 year olds wanting to move up in the company and wanting to be an executive in the company. This is shown in Table 6.3.

The table also shows that a higher percentage of male employees would like both to move up to a more responsible position in the company and to be an executive in the company. From the table we also see that a larger proportion of Blacks and Hispanics would like to move up in the company. In terms of wanting to be an executive, however, we find a greater proportion of Black employees than Hispanic or White employees having this goal. Employees who work 36 or more hours per week are more likely to want more responsibility in the company and to be an executive in the company than are employees who work fewer hours. Finally, we see that a much larger proportion of employees with primary responsibility for administrative tasks than other employees would like to move up in the company and would like to be an executive in the company.

### Table 6.3
### Age, Sex, and Racial/Ethnic Group Comparisons for Fast Food Employees' Desire for Mobility in the Company

| | Percentage Wanting | |
|---|---|---|
| Employee Characteristic | More Responsibility in the Company | To be an Executive in the Company |
| **Age:** | | |
| 14-20 | 45 | 27 |
| 21-24 | 56 | 39 |
| 25 or older | 47 | 27 |
| **Sex:** | | |
| Male | 52 | 38 |
| Female | 44 | 23 |
| **Racial/Ethnic group:** | | |
| Black | 58 | 41 |
| White | 44 | 27 |
| Hispanic | 55 | 30 |
| **Average hours per week:** | | |
| 1-20 | 34 | 22 |
| 21-35 | 44 | 25 |
| 36 or more | 59 | 39 |
| **Primary responsibilities:** | | |
| Maintenance | 44 | 28 |
| Back of the store | 43 | 29 |
| Front of the store | 42 | 23 |
| Hosting in dining area | 42 | 28 |
| Administrative | 64 | 44 |

# VII. SUMMARY OF FINDINGS

What have we learned about the employment experience of fast food employees? How can we summarize the key findings of a study that looks at the who, what, why, when, and how of fast food employment? Much of what we have found is captured by one of the hourly employees surveyed as part of this study:

> I will always be thankful that this was my first "official" job, and I will always be amazed by the tremendous amount of things that I learned from the people I worked with and for, as well as by the fast food company itself. I realize that my overwhelming experience here was due to the crew that I worked with and largely due to the ***outstanding*** influence of our manager.
>
> The job taught me more about myself than I believe I could ever have learned somewhere else. It taught me the true meaning of teamwork and morale. Of course, I learned the basic skills of the business but it's the things that I learned that I use everyday that I loved my job for (performance capability; dealing with the public; enjoying my work; that hard work and integrity can improve a person's self esteem; etc., etc., etc.).
>
> I left my fast food job because I was trained to better myself, and because I had finished vocational school and wanted to use my training. This was largely due to the encouragement of my manager. (Study Participant)

We found that most hourly fast food employees are satisfied with their jobs and that they have learned both job related and more general employability skills from these jobs. We learned that the mean length of employment is about one and one-half years and that the mean hours worked per week is almost 30. We also found that the mean hourly wage is $3.69 (almost 35 cents above the minimum wage at the time of the study), which many employees feel is too low for the work they do.

Perhaps the most striking findings are those which show distinctions among groups of hourly fast food employees. In particular, differences among employees who have worked for different lengths of time, differences among employees with different demographic characteristics (age, sex, race/ethnicity, socioeconomic background, educational attainment, etc.), and differences among employees from different types of stores were found on a number of key dimensions.

## A. Profile of Fast Food Employees

One of our primary objectives has been to learn about who works in the fast food industry and why. It is important to learn about the composition of the workforce in order to develop recommendations for enhancing the employment experience that are responsive to the needs of fast food employees of today and tomorrow.

In the first section, we reported that hourly fast food employees are likely to be:

- female (66%),
- relatively young (70 percent are 16-20 years old),
- White (with the industry racially representative of the nation as a whole),
- living at home with parents,
- from low or middle socioeconomic backgrounds (88%),
- high school graduates (65%),
- good students (59 percent with grades of B or better), and
- continuing or planning to continue their education beyond high school.

In other words, except for the high proportion of female employees, the population of hourly fast food employees tends to look very much like that of youth in general. (See National Center for Educational Statistics, undated, and Bachman et al., 1981, for descriptions of national samples of youth.) There are, however, a number of variations in this pattern which must be noted. First, there is a relatively large proportion of hourly fast food employees who are 21 years old or older and fully one in ten who is at least 30 years old. Second, there is a fairly large group of employees who are married, have children, or live away from their parents. Third, well over half of these hourly fast food employees were in high school while they were employed in their fast food jobs. Fourth, about one in four had attended or was currently attending a two or four year college.

Fast food employees are educationally mobile, aspiring to levels of education well beyond those of their parents. They also believe in the work ethic, expecting work to be a central part of their lives and wanting to do their best in their jobs. Finally, we find no link between the fast food job and schooling for the vast majority of fast food employees.

## B. The Fast Food Job

Another of our objectives was to learn about the fast food job itself. Section II began by looking at how the fast food job was obtained and the reasons employees give for having their jobs. A number of specific characteristics of fast food jobs were then examined including: tasks, hours, length of employment, pay, and fringe benefits. We ended the section by looking at the reasons employees give for terminating their employment.

*Finding the job.* Most fast food employees found out about the job opening from friends or by walking in and applying. It seems clear, and was confirmed by corporate representatives, that the vast majority of fast food restaurants do not advertise when hourly positions become available. Individuals must learn about vacancies through word of mouth or by walking in and asking. While this may not be the way most job vacancies are handled in the "primary labor market," it seems to be the modus operandi in the fast food industry.

***Why they work.*** Fast food employees have their fast food jobs for a number of financial and experiential reasons. Most work to save money for other things, to support themselves, and to gain work experience. We found a number of differences in the reasons for having the fast food job among groups of hourly employees. First, older employees are more likely to be working to help support their families or themselves. Many of these older employees have their own families or are living "on their own" and therefore are working at fast food jobs because they are the primary or secondary wage earner in a family. Younger employees, on the other hand, work to have money for other things, to save for future education, and to gain work experience. This too is not surprising since these employees tend not to be primary or secondary wage earners but rather are working for spending money or to save for the future education they are planning. These younger employees also have fewer work experiences and are therefore more likely to be working to gain experience.

Second, a higher proportion of Black and Hispanic employees work to help support their families, to gain work experience, and to learn skills. We assume that these differences are due, in part, to the economic situation of these groups. That is, we would suspect that among Black and Hispanic employees who still live at home there is a need for at least part of the wages earned to go to help support the family. The employees from these two groups are also more likely not to have a great deal of work experience or saleable skills. As a result, these employees have their jobs not only for financial reasons but as a way of acquiring skills and work experience.

Third, employees from lower socioeconomic backgrounds are more likely to have their jobs to help support their families and to learn skills, while those from upper socioeconomic backgrounds are more likely to have their jobs to save for future education. As with employees from racial/ethnic minority groups, those from lower socioeconomic backgrounds need to work to help with family finances. Employees from upper socioeconomic backgrounds who are more likely to be continuing their education beyond high school need to work to help pay the costs associated with going to college.

Fourth, it is not surprising that employees who work longer hours tend to work to help support their families and to support themselves. Again, many of these employees either have their own families or are living on their own and need to work to earn money to help with expenses. Finally, we find that employees with better high school grades are more likely to work to save for future education. These employees would tend to be continuing their education beyond high school and therefore are working to help pay the costs associated with their future education.

*Job duties.* Most hourly fast food employees are required to perform multiple tasks in their fast food restaurant. Almost all employees, however, have primary duties for which they are responsible. The largest group of employees is responsible for front of the store activities. It seems obvious that this is the case because selling, taking orders, and serving customers in a quick and efficient manner are central to the operation and success of any fast food restaurant. Responsibility for administrative tasks is the next largest category of primary employee duties. While all stores may have managers and assistant managers to oversee the operation of the restaurant, many use hourly employees to train and supervise other hourly employees and to help with other administrative duties. Back of the store duties are the responsibility of a smaller proportion of employees, because it takes fewer people to cook and prepare the food that is needed to meet customer demand than is needed to serve these customers.

A number of primary store responsibilities are clearly broken down along sex lines. Males are far more likely to work in the back of the store, while females are more apt to work the front of the store.

Age is a factor in determining administrative responsibilities. Older employees are more likely to have this responsibility than are younger employees.

Length of employment is also found to affect responsibility for administrative tasks, with those who have worked longer more likely to have this responsibility than other employees. Hours worked also plays a role in determining who has administrative responsibilities. Those who work over 30 hours per week are far more likely to have this responsibility than are employees who work 30 or fewer hours. It seems clear that increased responsibility in terms of administrative tasks is associated with age, length of employment, and hours worked per week. In the case of the two former factors, maturity would seem to affect one's role in the store while the latter relationship is due, in large part, to the need to be in the store in order to train and supervise employees and help with other administrative functions.

*Attitudes about job tasks.* Most job tasks are not considered to be very desirable. Front of the store tasks are more desirable than back of the store duties, but this may be due to the fact that females tend to have front of the store responsibilities and there are twice as many females as males in the sample. It may also be due, in part, to the fact that front of the store duties involve dealing with coworkers and with customers rather than dealing only with food and machines. Older employees generally consider most tasks to be more desirable than do younger employees. Again, maturity and experience seem to affect the perceptions of these employees.

*Hours worked.* The mean number of hours worked per week for these hourly fast food employees was 29.5. While a large proportion of hourly employees is clearly part-time, working 20 hours or less per week, an even larger group is full-time, working 36 or more hours per week. Older employees, who are more likely to be primary or secondary wage earners, work longer hours than younger employees, who are likely to have school responsibilities and be working for spending money or to save for future education.

Black employees tend to work longer hours than other employees, with a large proportion working over 40 hours per week. As stated earlier, Black employees are more likely to be working to help support families and would therefore work more hours so they could bring home more money. Employees from lower socioeconomic backgrounds average more hours per week than other employees, as do employees who have worked for more than two years. Again, we find that these employees are more likely to be primary or secondary wage earners who are working these longer hours in order to make money to help support their families.

***Length of employment.*** When we examined length of employment, we expected to find a high proportion of employees who had worked for only a short period of time. In fact we found almost the opposite. The mean length of employment of these hourly employees was 18.6 months with one-quarter having worked for six months or less and an equal proportion having worked over two years. Older workers, who have had the opportunity to work longer, have in fact been employed longer than younger employees. With over four out of ten employees over 20 years old having worked for over two years, this would suggest a relatively stable industry rather than one characterized by high turnover. Differences in length of employment suggest that White employees have been employed longer than other employees, but this difference is not very large. Employees from lower socioeconomic backgrounds have had their jobs somewhat longer than other employees, with the largest difference found between employees from lower and higher socioeconomic backgrounds.

The variations in length of employment, in large part, are due to how the fast food job is perceived. Employees who are more likely to have their job for spending money or to save for future education tend to be employed for a shorter duration than are employees who work to help support their families or themselves.

***Hourly pay.*** The mean hourly wage for these fast food employees was $3.69. We found that age and length of employment are directly related to hourly wage rates. As one gets older and therefore has been employed longer, the hourly wage rate increases. Hourly wage rates are also related to hours worked, with relatively large increases in hourly pay found for employees who work 36 or more hours per week. Because these employees also tend to have been employed longer, the higher hourly wage rate is probably due to the fact that these employees have worked longer rather than that they work more hours per week. There is also some variation in hourly wage rates found for employees with different primary responsibilities, with those responsible for administrative duties having higher hourly wage rates than others. This difference is due, in large part, to the fact that those employees with administrative responsibilities are likely to have been employed for longer lengths of time.

We also found that Black employees have lower hourly wage rates than do other employees by 11 cents per hour. This wage rate differential gets larger when we control for age, hours worked, and length of employment, with the largest differences found for the highest categories of each factor. That is, the wage rate differential between Black and White employees is: 27 cents per hour for employees 25 years old or older; 36 cents per hour for employees who work 41 or more hours per week; and 35 cents per hour for employees who have had their jobs for more than three years. Regardless of age, hours worked, and length of employment, White employees consistently earn more per hour than do Black employees, and this difference increases as these factors increase.

*Fringe benefits*. Turning now to fringe benefits, we found that almost all employees get either free meals or a discount on meals. We also found that over half get paid vacations, with considerably smaller proportions of employees receiving other fringe benefits. Our analysis of fringe benefits looked at variations among subgroups of fast food employees. We conclude from these analyses that employees who work full-time (36 or more hours per week) get more benefits than do part-time employees, including paid vacations and sick leave, paid holidays, and insurance benefits. Clearly, fringe benefits are determined by the number of hours per week an employee works. Older workers, who are more likely to work more hours per week, also tend to get more fringe benefits than younger employees. The same trend occurs for racial/ethnic groups, with a higher proportion of Black employees receiving other fringe benefits in addition to meal allowances.

A second conclusion we draw from these comparisons is that employees who have been employed longer (more than two years) are much more likely to receive fringe benefits than are employees who have worked for a shorter duration. Again, however, it must be remembered that those employees who have been employed longer tend to work more hours per week, so some of these differences are probably due to rules and regulations about hours worked as opposed to length of employment.

*Reasons for terminating employment*. Almost one-third of our sample were no longer employed in their fast food job at the time of the survey. Only ten percent of them were fired, with the remaining 90 percent terminating on their own. Over twice as many Black employees than others, however, were fired from their fast food job. We also found that as hours worked per week increased so did the chance of being fired as opposed to quitting.

As we showed earlier, almost half of those employees who quit their fast food job did so for positive reasons (to take a different job or to return to school). Just over one-third of these employees quit because of some negative reason associated with their fast food job. Younger employees are more likely to quit to return to school, while older employees tend to leave to take another job. White employees are more likely than others to leave to take another job, while Black and Hispanic employees are more likely to leave because the pay is too low or because of scheduling problems. Most employees who terminated their fast food job did so on their own and did so in order to gain new work or educational experience.

## C. Training

Another aspect of the fast food job experience is training for the job. We reported in Section III that hourly fast food employees indicated they received training from a number of different sources.

*Sources of training*. While the largest single source of training is on-the-job experience, employees received a lot of training from a number of other sources including managers, assistant managers, supervisors, coworkers, training films or slides, and printed instructions. After on-the-job experience, training by an individual in the store is the most often used source of training, followed by training materials and, then, outside store personnel. Which of these other sources of training is used to supplement on-the-job experience seems to depend on individual company policies, with some companies relying on special trainers while others use training films or slides or printed materials. When we examined variations in sources of training among subgroups of fast food employees, we found only a few small differences.

*Usefulness of training*. Not only is on-the-job experience the most often used source of training, it is also perceived to be the most useful source of training. The only sources of training that were not considered useful by over half of the fast food employees trained by that source were district and area managers. Regardless of the source of training (except district and area managers), most workers found the training from each source to be useful. The only real differences in how employees felt about the usefulness of different training sources were found when we looked at those sources that the total group found least helpful: the outside personnel and the training materials. The trend, in these instances, was for older employees, female employees, Black and Hispanic employees to find these sources of training more helpful then did their respective counterparts among the fast food employees.

## D. Supervision

A variety of issues related to supervision were reported in Section IV. Management personnel in fast food stores, in addition to training, have responsibility for scheduling and day-to-day supervision of hourly employees. In general, the opinions held by hourly employees about management personnel are favorable.

***Roles and responsibilities of management personnel.*** Almost nine out of ten hourly employees are scheduled by their managers or assistant managers. Little difference in this pattern is found among subgroups of fast food employees. Half of these hourly employees report that they are satisfied with the way their time is scheduled, with one-quarter dissatisfied. "Not enough hours" is by far the most often cited reason for this dissatisfaction. Employees who work more hours and have been employed longer are more satisfied with the scheduling process than are other employees.

A second area of management responsibility is training. We found managers and assistant managers supplementing on-the-job experience in over half of the cases, and we found hourly employees highly satisfied with the training received from their managers and assistant managers.

Day-to-day supervision is one of the most important responsibilities of management personnel. This responsibility is more likely to fall on assistant managers than on store managers. We found one-third of the hourly employees supervised by managers and 42 percent supervised by assistant managers. Responsibility for day-to-day supervision seems to depend on the characteristic of the hourly employee being supervised. Older employees are more likely to be supervised by managers, while younger employees tend to be supervised by assistant managers. Assistant managers also tend to be responsible for employees who have primary duties in the front of the store, in the back of the store, and for hosting in the dining area, while managers supervise employees with maintenance and administrative duties. Over three-quarters of all employees feel that they are adequately supervised on a day-to-day basis, with no variation among different types of employees.

We would conclude from our findings that, in general, hourly employees feel that managers and assistant managers handle their training, scheduling, and supervisory responsibilities well.

*Attitudes about management*. We found that hourly employees tend to have positive opinions about management personnel. As we observed in Section IV, the vast majority of hourly employees feel that their supervisors, managers, and assistant managers treat employees fairly and don't play favorites. Two out of ten employees feel that they are treated better than most employees by management personnel, and one in ten reports being treated worse.

In terms of a more general assessment of management personnel, we found hourly employees of the opinion that management personnel perform their jobs well, provide adequate supervision, deal well with people, and keep employees informed. In every case, day-to-day supervisors are perceived more favorably than are managers and assistant managers.

We found little variation among subgroups of hourly employees on their general assessment of management personnel, except when we compared employees from franchised stores with those from company-owned stores. In every instance, management personnel from franchised stores outperformed those from company-owned stores. We conclude from this that the selection, training, and oversight of management personnel may differ by type of store and that these factors may be more closely considered by the owners of franchised stores than by the large corporations that run the company-owned stores. In other words, when stores are owned by an individual or a small corporation there may be greater care taken in the selection, training, and supervision of management personnel than when stores are owned and operated by the companies.

## E. Effects of Fast Food Job

Another of our major objectives was to learn about the effects of the fast food job experience. Section V examined a number of indicators of the effects of working in fast food jobs: job related skills, general employability skills, attitudes about the effects of fast food employment, attitudes of others, and satisfaction. In seeking to understand the effects of the fast food job on employee attitudes, knowledge, and skills, we not only assessed the impact of the experience for all employees, but we also compared subgroups of hourly employees on these various indicators.

*Job related skills*. During the fast food job experience, employees are required to perform a wide variety of tasks. While many of these tasks are specific to fast food jobs, a number are clearly transferable to other jobs or other roles. Training which is geared to these tasks and the continued and repeated performance of the tasks in the course of the job help employees master a diverse set of skills. Some employees enter their fast food job possessing these skills; others, however, develop them as a direct result of their fast food employment experience. The vast majority of hourly employees learned how to operate a cash register, food preparation machines, and other machines as a direct result of their fast food job. Almost nine out of ten employees feel that their job taught them the skills associated with food preparation. Because there is a large proportion of employees who are also involved with training new employees, we were not surprised to find that seven out of ten employees developed skills related to training. For other job related skills, particularly those in the administrative or management area, we did not find as large an impact. We did, however, find that almost half learned supervising skills, and four out of ten learned inventory control.

We conclude that, overall, the fast food job offers employees an opportunity to perform a variety of duties which clearly help develop a number of job related skills. We found little or no variation in the acquisition of these job related skills among employees from different racial/ethnic groups, socioeconomic backgrounds, levels of educational attainment, high school programs, and with different high school grades. We did, however, find differences in the development of job specific skills by age, hours worked, and length of employment.

Older employees, who are more likely to have had opportunities for management and administrative duties, are consequently more likely to develop skills in these areas than are younger employees. For almost every skill area, employees who work more hours per week and employees who have worked longer at their fast food job are more likely to develop these job related skills. We find that certain basic job skills (operation of machines and food preparation) are reinforced by continued and repeated performance, as suggested by the higher proportion of employees who work more hours and have been employed longer who develop these skills. As employees work longer hours or for longer lengths of time, they are more likely to develop administrative and management related skills because they are more likely to be assigned tasks which allow them to practice these skills.

This is confirmed when we look at differences in job related skill development among employees with different primary job responsibilities. For almost every job related skill, including operation of machines, food preparation, and administration, employees with primary responsibility for administrative tasks are far more likely than others to have developed the skill as a result of their fast food job experience. This group of employees, more than any other, has had the opportunity to perform a wide variety of tasks as part of their job function and to practice the various skills that they developed as a result of their fast food job.

While all hourly employees learn a number of job related skills as a direct consequence of their fast food job, those that are able to practice them receive greater benefits. This is true for employees who work longer hours, who have been employed for longer lengths of time, and who have had more opportunities to perform different tasks or duties.

***General employability skills.*** In addition to job related skills, we examined how the fast food job affected the development of general employability skills. For a majority of hourly employees, the fast food job experience helped them become aware of how a business runs. Nine out of ten reported that their job helped them learn the skills associated with dealing with people and working with others (teamwork).

As with job related skills, employees who work longer (hours or months) and who are given greater opportunity to practice certain tasks are more likely to develop these world of work or employability skills. Employees who work longer hours per week and those who have had their jobs for longer lengths of time have had a greater opportunity to learn general business principles, how a business runs, and the skills required for dealing with people. It is not surprising to find that employees with primary responsibility for administrative tasks are far more likely to learn general business principles and how a business runs than are other employees.

Fast food employees also learn other employability skills as a result of their fast food job. While many of these are taught in school, in the home, and in other organizations, it is most interesting to see the relatively high proportion of employees who feel that their fast food job helped them learn these skills, which include: dealing with customers; taking directions; getting along with coworkers; being on time; finishing an assigned task; taking responsibility for mistakes; being dependable; being well groomed; managing own money; saving for what is wanted; and getting along on a certain amount of money.

For every skill, except being well groomed, at least half of these hourly employees reported that their fast food job helped them to learn the skill. The fast food job experience helped the highest proportion of employees to learn to deal with customers, to get along with coworkers, and to take directions. It is clear that the fast food job has helped hourly employees to learn employability skills related to sales/service, functioning on a job, and financial/money matters.

In assessing the impact of the fast food job on this set of basic employability skills, we found a tendency for certain groups of employees to be more likely to learn these skills as a result of their fast food job. The pattern which emerged is as follows:

- younger employees are more likely to be helped in learning these skills than are older employees;
- the job is more likely to help Black and Hispanic employees to learn these skills than White;
- a higher proportion of employees from lower socioeconomic backgrounds are helped to learn these skills than are employees from upper socioeconomic backgrounds;
- employees who have completed fewer years of school are more likely to be helped than are those with higher levels of educational attainment;
- the fast food job has helped a higher proportion of employees from vocational/technical and general (to a lesser extent) high school programs than those from academic programs; and
- employees with lower high school grades are more likely to be helped in learning these skills than are employees with higher grades in high school.

We conclude from our findings that the fast food experience is helping those employees with the greatest need for employability skills to learn these basic skills. Employees who are less likely to develop these skills through other experiences or from other institutions and organizations are more likely to have their fast food job help them learn the skills than are employees who have had the opportunity to learn these skills elsewhere. For some employees, it appears that the fast food job is the primary arena for learning these skills.

A second conclusion is that the learning of these basic employability skills is not as dependent on continuous and repeated performance of a set of specific tasks or duties. Rather, the experience of working, regardless of how long (hours and months) or in what capacity, seems to affect the acquisition of these more basic employment skills.

***Attitudes about the effects of the fast food job.*** We assessed how the fast food job affects different aspects of employees' lives including school, friends and social life, and family. We found that the fast food job has only a minimal effect on school work in terms of either interfering with school work or doing better or worse in school. Even when we examined variations on the effects of school as a function of highest grade completed, we found little impact. Basically, hourly employees feel that their fast food job does not interfere with their school work and does not affect their performance in school either negatively or positively. The only instance where the fast food job has any real effect on school work is for employees from academic high school programs and employees with high grades in high school. We found that these two groups are more likely to report that their fast food job interferes with their school work. We assume that this is due to the amount of course work and time demands associated with academic programs and achieving high grades in high school.

When we look at the effect of the fast food job on friends and social life, we find a "mixed bag." While amost all employees make new friends on the job and a majority get along better with people, almost one-third reported that they don't see their friends as much as they would like. The opportunities for making new friends and for working with people (coworkers and customers) seem to have positive effects on fast food employees. At the same time, however, the increased time burden that working places on people seems to affect how much employees can see their friends.

From these findings, we conclude that the fast food job has little effect (beyond making new friends and getting along better with people) on school, friends and social life, and family. We also conclude that these effects (or lack of them) do not vary among subgroups of employees.

*Attitudes of significant others.* In Section V we included an analysis of the attitudes of significant others about these employees working at fast food jobs. We looked at the attitudes of parents, siblings, spouses, children, school personnel, and friends. We conclude from this analysis that all of these significant others approve of the employees' working at fast food jobs. Parents are the most supportive group, followed closely by siblings, friends, and spouses. For those employees who know their teachers' and counselors' attitudes, a high proportion feel that they also approve.

A second conclusion we draw from our analysis is that attitudes of significant others vary among groups of employees. Employees from franchised stores perceive that significant others are more positive than do employees from company-owned stores. The more positive opinion of mangement personnel and the overall more positive opinions held by franchised store employees may have an effect on the attitudes of significant others. Fast food jobs are less acceptable to parents, siblings, and friends as age and years of schooling increase. It seems that these significant others are more willing to approve of working in a fast food job if the employee is young or has low levels of educational attainment. They may expect more, or may be perceived to expect more, from employees who are older or who have higher levels of educational attainment.

The perceived attitudes of teachers and school counselors are affected by the employee's high school program and grades. Employees from vocational/technical and general programs and those with lower high school grades are more likely than other employees to feel that their teachers and school counselors approve of their fast food job. Again, the expectations of these significant others may be determined by the perceived "potential" of the fast food employee. That is, teachers and counselors may be perceived as expecting more than a fast food job for students from academic programs and those with high grades.

Finally, we conclude that there are no differences in the attitudes of significant others for male and female employees, employees from different racial/ethnic groups, and employees from different socioeconomic backgrounds. The fairly high regard perceived to be placed on this type of employment experience by significant others generally holds consistent for all groups of fast food employees.

***Job satisfaction.*** Another aspect of the effects of fast food employment is the employee's subjective sense of job satisfaction. We reported in Section V that 61 percent of our respondents indicated that they were completely, quite, or somewhat satisfied with their fast food job. While this proportion is relatively low compared with data from surveys of older workers, it is higher than other recent studies of younger workers. Bachman et al. in their study of high school seniors from 1980 used the same single item to assess job satisfaction for those seniors who worked. They found 55 percent of their sample of young workers satisfied with their jobs.

Consistent with other studies, we found older employees to be somewhat more satisfied than younger ones. We also found Hispanic employees more likely to be satisfied than Black and White employees. As with a number of other factors, satisfaction is related to hours worked and length of employment. As both increase, so does the proportion of employees who are satisfied with their job. Satisfaction is also related to primary store responsibility, with those responsible for back of the store duties and maintenance least satisfied. Again, we find employees from franchised stores reporting they are somewhat more satisfied than those from company-owned stores. It may be that at least part of the differences in levels of overall job satisfaction among groups of fast food employees is due to maturity and experience and the associated benefits that are accrued as a result. It also may be that the more positive opinions of mangement personnel held by franchised store employees translate into higher levels of overall job satisfaction.

Our analysis included an assessment of a number of sub-dimensions of job satisfaction. We found that two-thirds of all employees enjoy working at their fast food job, and a majority are proud of the fact. A very low proportion are embarrassed to be working at their fast food job. Over half liked their job more at the time of the study than when they started, while one-quarter liked their job less. About one in four reported being bored working at the fast food job. Most employees like their coworkers, and over two-thirds like most of their customers. The one factor that showed employee dissatisfaction had to do with adequacy of pay for the job done. Over half of these hourly employees feel that they are not adequately paid for their fast food job.

As with the overall assessment of job satisfaction, our findings on these sub-dimensions of job satisfaction suggest that the majority of hourly employees are satisfied with their fast food job. We did find a small number of differences among subgroups of employees on these sub-dimensions of job satisfaction generally favoring: older employees over younger ones; employees from lower socioeconomic backgrounds over others; employees who work more hours per week over those who work less hours; employees with primary responsibility for administrative tasks over other employees; and employees from franchised stores over those from company-owned stores.

## F. Future Goals Within the Fast Food Industry

Another objective of our study was to learn about the future plans of fast food employees. Earlier we discussed the highly mobile nature of this population in terms of education. In Section VI we explored mobility goals of hourly fast food employees both within the store they work at and within the company. While the fast food industry has long been considered a major employer in the "secondary labor market," there are positions in the store and in the company that are in the "primary labor market" and that offer opportunities for mobility and a long-term career. Here we summarize the findings on mobility goals of hourly fast food employees.

***Mobility goals within the restaurant.*** Employees were asked if they would like to move up to a more responsible position in the fast food restaurant where they were employed. Our analysis indicates that fast food employees aspire to higher positions within the restaurants they work at. We found a majority of hourly employees wanting to move up to a more responsible position, with smaller proportions who would like to become assistant managers and managers. (As status and responsibilities associated with a position increase, the proportion of hourly employees aspiring to those positions decreases.) We also found that these employees generally felt that they had a good chance to move up within the restaurant.

There were differences in mobility goals associated with age, sex, and race/ethnicity. Employees in the 21-24 year old group consistently were more likely to aspire to upward mobility than were younger and older employees. We also found a somewhat larger proportion of male employees desiring upward mobility than female employees. Hispanic and Black employees were also found more likely to aspire to higher level positions than White employees.

***Mobility goals within the company.*** We examined mobility goals within the company and variations in these goals as a function of demographic and other characteristics. In general, hourly fast food employees would like to move up to a more responsible position in the company and, for almost one-third, to become an executive in the company. We found variations in mobility goals within the company as a function of age, sex, race/ethnicity, hours worked, and primary store responsibility. In the case of the first three, the pattern which emerged is the same as for mobility goals within the restaurant, and we assume that the same set of conditions causes these variations. For hours worked, we found that as hours worked increased, the desire for mobility within the company also increased. When we looked at differences in mobility goals as a function of primary store responsibility, we found those with administrative responsibilities far more likely to aspire to move up in the company.

## G. Fast Food Jobs

This study has focused on the who, what, why, when, and how of fast food employment. In addition, we have tried to assess some of the effects of the fast food job on the skills, plans, and attitudes of hourly employees. We were also concerned with whether there were any differences among groups of fast food employees differentiated by such characteristics as age, sex, race/ethnicity, educational attainment, high school grades, hours worked, and length of employment.

We found many differences among these groups, but we also found a large degree of similarity across groups of fast food employees. We also discovered that a "dual labor market" apparently exists within the fast food store. For many, and perhaps most, the fast food job is best characterized as being part of the "secondary labor market."For a large and perhaps increasing proportion, the fast food job is considered to be part of the "primary labor market." Together, in one store, we found youth who were working part-time, to earn "pin money" while they were going to school or to save for their future education, working side by side with other youth and older employees who were working full-time (and more) to help support themselves or their families and who considered their fast food job as their occupation or as an early stage in a hoped for career in the fast food industry or some other related field.

One final item that emerged from this study relates to the employees' perceptions of the survey itself. In their written comments, many of the employees expressed their gratitude at being asked to share their opinions and feelings about their jobs — "I think this survey was an excellent idea," "I think your questionnaire asks all the basic questions that needed to be asked by someone!" Others noted "it helped me realize a few things about me and my job and made me wiser." Many expressed their hope that their participation in the study would lead to improved work experiences in their restaurant for them and their coworkers, which leads us to the final and perhaps most important section of this report.

# VIII. STUDY IMPLICATIONS AND RECOMMENDATIONS

## A. Implications

This report has been concerned with the who, what, why, where, when, and how of fast food employment. Based on the findings that have been presented, we now explore the implications of these findings for the major questions that guided the study.

### WHAT IS THE VALUE OF FAST FOOD JOBS?

The common perception of fast food jobs has been that they are "dead end" or "nowhere" jobs with little long-term value and no future. The study findings indicate that fast food jobs offer the opportunity to perform a wide variety of tasks which help employees develop specific job related skills. The findings also suggest that fast food employment enhances the development of general employability or world of work skills for a large number of its employees. In fact, it seems that the fast food job helps those employees with the least opportunity to learn these skills in other settings develop basic employability skills. The findings also imply that fast food jobs rather than being "nowhere jobs" can be "ports of entry." For some, these jobs offer part-time work experience which provides a first look at the world of work. For others, these jobs are full-time occupations which can provide the skills, knowledge, and attitudes necessary for mobility both within and outside of the fast food restaurant and industry.

Overall, the study findings seem to support the contention that there is value in the fast food jobs which so many people, particularly young people, are working in and that there is much to be gained for both employers and employees in seeking to enhance the beneficial aspects of the fast food work experience.

### WHY DO FAST FOOD EMPLOYEES WORK?

It is often assumed that most fast food employees work just for "pin money." While the study found that over three-quarters of the employees work to have "money for other things," which in many cases could be considered "pin money," it also showed that nearly two-thirds work to support themselves, and over a quarter work to help support their families. For a large number of employees, particularly those who are older, Black, or Hispanic, money earned from the fast food job represents an important contribution to their own support or to that of their families. The findings also show that money is not the only reason for working in a fast food job. Nearly half of the employees felt that it was very important for them to have the "experience of working." This is particularly true for Blacks and Hispanics, as is the opportunity to learn skills. It seems clear that a large number of these employees are working for more than just "pin money."

One implication of this set of findings is that for at least some fast food employees the fast food job represents perhaps the only employment opportunity available to them. The fast food job constitutes a "primary labor market" job for these individuals and, as such, must provide them with financial and fringe benefits as well as opportunities to learn, grow, and advance.

A second implication is that while the earning of "pin money" may be the primary objective for many employees, they also gain other benefits from their fast food jobs including: job skills; employability skills; and knowledge about the world of work, about people, and about themselves.

## WHAT ARE THE EMPLOYMENT PATTERNS OF FAST FOOD EMPLOYEES?

A widely held belief is that most fast food employees work part-time. The study findings showed that while a large proportion of employees work 20 hours or less per week, an even greater number are full-time employees who work 36 or more hours per week. It is possible that these full-time employees are primary wage earners, working longer hours in order to support their families, while the younger employees are more likely to be working less hours in order to earn spending money or save for future education.

As far as length of employment in the restaurant is concerned, the common belief is that most employees work for about four months. This study found that one-quarter of the employees had worked for six months or less but an equal number had worked over two years, with the mean length of employment for all hourly employees being almost 19 months. Clearly, the fast food employee population is more stable than is generally perceived.

These findings suggest a number of implications. First, the fast food industry, and each fast food restaurant, is itself a "dual labor market." That is, within a store and within the industry, two kinds of hourly employees are found: those who work part-time either as an interim step to full-time employment or while they are students, homemakers, or employees on other jobs and those who work full-time to support themselves or their families and who consider this job their occupation or an early phase in their career.

Second, the state of the national economy seems to have had an impact on the fast food industry. As other jobs, particularly traditional entry level jobs in the manufacturing and retail sectors of the economy, have been affected by recessions and new technologies, fast food and similar service sector jobs have emerged as the only option for many people seeking part-time and full-time employment. Because pay is relatively low, longer hours are required to earn enough to support oneself or a family. Also, as other options for employment are not available, employees may be forced to o. decide to stay in their existing fast food jobs.

Finally, as the industry becomes more stable than has been perceived, it needs to reassess its policies and practices regarding pay, fringe benefits, training, and mobility (both within the store and within the company).

## HOW ARE FAST FOOD EMPLOYEES TRAINED?

Counter to the popular perception that fast food employees receive little or no training, the study found that the hourly employees received training from a variety of sources, with on-the-job experience being both the most often used and the most useful source of training. Coworkers were the second most used and useful training source. Out of ten possible training sources, only two (district and area managers) were not considered helpful by a majority of employees. Most employees found the training from each of the other sources (special trainer, assistant manager, manager, crew chief, training films, and printed materials) to be useful.

As all people do not learn the same way, the fast food industry should continue to offer alternative training strategies to employees. It is assumed that the variation that was found occurred more by chance than by plan. The findings, however, imply that the use of multiple approaches is good and should be continued.

## WHAT SKILLS ARE LEARNED ON THE FAST FOOD JOB?

While many of the skills learned on the fast food job are specific to the industry, others are applicable to different types of jobs and different aspects of life in general. The findings suggest that the fast food job offers employees the opportunity to perform a variety of tasks that help them develop a set of job related skills applicable to settings other than just fast food. Even more significant, perhaps, are the findings regarding general employability or world of work skills. These skills are important not only for obtaining future jobs but for being successful on a job and for progressing in a career. They are often cited as being of particular concern to employers who hire young people and others with little job experience. The study findings indicate that the fast food job helps develop a variety of employability skills that are basic for successful job performance and for functioning as a member of a family, a community, or society in general. These skills include dealing with customers, taking directions, getting along with coworkers, finishing an assigned task, and taking responsibility for mistakes, among others. For some employees, particularly those with the greatest need to learn these skills, the fast food job seems to be the primary arena for learning such skills, rather than the home or the school.

One implication of this set of findings is that the fast food work experience provides employees with the opportunity to learn both job specific and general employability skills. As a first job or early job, hourly employment in fast food seems to have considerable benefits. More young people may want to consider part-time employment in fast food to learn skills not developed in other settings, skills that are critical to their future work and career success.

A second implication is for others to consider the benefits of the fast food work experience when discussing part-time and entry level jobs with young people. The skills and knowledge acquired through the fast food job are transferable to many other work settings. Because of their ready availability and large numbers, fast food jobs should be considered as an acceptable training ground for developing such skills. For many, it may be the only place to learn these critical coping and life skills.

## HOW LONG DOES IT TAKE TO LEARN THESE SKILLS?

In regard to job related skills, the findings suggest that for almost every skill, employees who work more hours per week as well as those who have worked longer at their job are more likely to develop these skills. The findings seem to suggest that certain basic job skills are reinforced by continued and repeated performance rather than learned primarily during the early phases of employment. While all hourly employees learn job related skills as a direct consequence of their job, those that are able to practice these skills more seem to receive greater benefits. As far as general employability skills are concerned, the study found that learning these skills is not as dependent on continued and repeated performance. It appears that the experience of working itself, regardless of how long in terms of hours per week or months, affects the acquisition of these more general world of work skills.

Two implications emerge from these findings. First, because the fast food job experience helps employees develop general employability skills, young people, their parents, teachers, and counselors should recognize the benefits of this type of employment and should consider it as a worthwhile part-time work experience. Second, if greater skills are related to increased productivity and effectiveness, employers should seek out means of keeping employees on their jobs longer.

## HOW DO FAST FOOD EMPLOYEES FEEL ABOUT THEIR JOBS?

It is generally assumed that most fast food employees do not like their jobs. The study findings, however, indicate that on almost all dimensions of job satisfaction the majority of fast food employees are satisfied with their job. The one area of dissatisfaction concerns pay. Fast food employees clearly feel that they are not adequately paid for the job they do. But on the whole, they are satisfied with their job, their management and supervision, the training they receive, and their coworkers and customers. One indication of their satisfaction may be reflected in the finding that a majority of hourly employees expressed a desire for a more responsible position in their restaurant. Such aspirations are particularly strong among employees who are likely to be at a stage in their lives when they are thinking about longer range career goals, while others, particularly Black and Hispanic employees, may believe that their chances for career mobility and security are better within the fast food industry than outside it. Local and national economic conditions may be affecting these fast food employees' mobility goals. Blacks, who have long suffered high rates of unemployment, and Hispanics, who often find themselves in the lowest level jobs, view the fast food industry as one which offers them a chance to move up, and, as a result, they are more likely than White employees to aspire to more responsible and higher level positions in their restaurant and in their company.

The industry should look from within when recruiting assistant managers, store managers, regional personnel, and corporate staff. Hourly employees not only know how the store operates but are also motivated to remain in the industry. As more employers recognize this, the message should get out to school and job counselors as well as others who discuss career plans and goals with young people. While a career in the fast food industry is not for all people, let alone all hourly employees, it can be the road to mobility and success for a substantial number of young people.

*In summary*, then, it appears that fast food jobs, as viewed by the people working in them, have a value that has not been generally perceived by those outside of the industry, particularly in the development of job related and general employability skills. The study findings are helpful in pointing out the current value and future potential of these jobs for both the employee and the employer, as well as the larger public concerned with enhancing the benefits of these jobs to the advantage of all. Some of these have been discussed above. We now turn our attention to what additional actions might be taken to enhance existing values and to develop increased benefits from this type of work.

## B. Recommendations

We begin by focusing on immediate actions that could be taken by fast food employers to improve the work experience for hourly employees at the store level. Although these recommendations are aimed specifically at the fast food industry, they are also applicable to other employers of youth, particularly in the service industries, and to other employers with large numbers of "secondary labor market" entry level jobs. It is likely that the implementation of the following recommendations would not only enhance the work experience for the employees but would also result in a better operated and perhaps more productive unit for the employer.

### *1. Store Management*

The importance of the manager and assistant manager(s), and the employees' perception of how they run the store, cannot be overemphasized. The manager and assistant manager(s) set the tone for the work environment and determine, in large measure, the quality of the work experience for the employees under them. Two issues appear to be key for hourly employees in regard to management: fairness in application of company/store policies and sensitivity to the concerns of hourly employees ("people" skills). Based on the study findings, supported by anecdotal information provided by survey respondents, the following actions related to these two issues are recommended:

1a. Managers and assistant managers should enforce all company/franchisee policies in an equitable, uniform fashion. This is particularly important to hourly employees in relation to pay raises. Policies regarding when raises are to be given, the amount of each raise, and any special conditions governing the awarding of raises should be uniformly adhered to by all management personnel. If there is no standard policy regarding pay raises, as well as other areas such as fringe benefits and termination, such policies should be developed and implemented in each store.

1b. Managers and assistant managers should ensure that the scheduling of hours to be worked is done through as fair and equitable a process as possible. Scheduling should be done on some impartial basis — perhaps priority could be established by length of employment or pay level. Of additional concern to hourly employees is being guaranteed work for at least a minimum number of hours each week. Every effort should be made to accommodate employees' requests for a minimal number of hours. In addition, attempts should be made, whenever possible, to schedule convenient work hours for those employees who are both attending school and working. While it may be impossible to meet the needs of every hourly employee in the store, it seems clear that some improvements are warranted in the scheduling process. Guidance from the company/franchisee, whether in the form of set policy or informal guidelines, should serve as the basis for uniform management enforcement in regard to scheduling and should remain constant regardless of turnover at the managerial level.

1c. Criteria for selection of managers, assistant managers, and manager trainees should include strong "people" skills. Applicants should be screened for the ability to deal well with employees under pressured conditions and should exhibit good human relations skills, not just task management skills. When looking for more managers and assistant managers, hourly employees in the store should be the first people considered. They not only know the pertinent aspects of management but they know what works best when dealing with hourly employees.

1d. Management training should include "how to manage people" — employer/employee relations and sensitization to the needs of employees and customers. Courses might include communications skills, training techniques, counseling, community relations, and performance appraisal. As one hourly employee noted, managers should learn that they can "catch more bees with honey," by crediting employees for work done well and not by just criticizing employees for work done poorly. Managers should be encouraged to provide both positive and negative feedback to employees on a regular basis.

1e. Regarding feedback, companies/franchisees might do well to consider asking hourly employees to provide periodic written and oral evaluations of their managers and assistant managers on a strictly confidential basis. Such evaluations could provide companies with useful information on a manager's effectiveness in a variety of areas and would also serve the very desirable function of providing hourly employees with access to others within the company structure beyond the store manager, perhaps enabling the company to spot potential problems with a particular manager or within a particular store before performance or production levels are affected.

1f. All of the issues and concerns cited above apply equally to managers and assistant managers. Policies should be consistently enforced by all management personnel within a store, regardless of who is in charge at any particular time and regardless of turnover at the managerial level. The arrival of a new manager or assistant manager should not be the occasion for disruption of existing company policies and store practices.

### *2. Hourly Pay and Fringe Benefits*

The issue of "overworked and underpaid" is clearly of concern to a large number of hourly fast food employees. Many of them feel that the wages they earn are not adequate compensation for the work that they do. The recommendations that follow relate both to pay and fringe benefits and are aimed at reducing employee dissatisfaction with the total compensation package.

2a. As noted earlier in the management section, there should be a standard company/franchisee policy regarding pay raises. This policy should cover when raises are to be given, the amount of each raise, and any special conditions governing the awarding of raises (e.g. whether the employee is required to pass a written or oral test in order to qualify for a raise). Such a policy might be based simply on length of employment in the store (as is evidently the most widely used criterion in the industry currently) or, preferably, on a combination of merit plus length of employment. The latter criterion would require a judgment and recommendation by the store manager or assistant manager. The danger in this would be the issue of "favoritism" (cited in the study's anecdotal information). Perhaps this danger could be avoided by having the employee's immediate supervisor and the manager/assistant manager both sign off on any proposed merit pay raise.

2b. Other alternative forms of compensation for hourly employees should be considered, and company policies should be implemented uniformly in all stores. Some companies/franchisees already offer incentives, mainly at the management level, such as bonuses or a share of the profits, if a certain volume of sales is reached in the store. Consideration should be given to offering similar incentives to hourly employees.

2c. Very few companies offer any educational benefits to their hourly employees. Study findings indicate that the educational aspirations of these employees are quite high (50 percent expect to attend a two-year college; 30 percent expect to attend a four-year college). Companies may want to consider offering financial assistance/scholarships for further education/training to hourly employees as an additional enhancement of the total wage and benefits package.

### *3. Mobility Within the Restaurant and Company*

Study findings indicate that a majority of hourly employees would like to move up to a more responsible position in the store and in the company. This leads to the following recommendations:

3a. Most fast food companies currently recruit their management trainees from outside their restaurants. Given the high level of interest in promotion among hourly employees, companies should recruit management trainees from the ranks of the restaurants' hourly employees. A career ladder could be developed for progression from entry level jobs through supervisory/crew chief positions into administrative and managerial training slots, with eventual promotion into management level jobs. Early training could take place within the store with supplemental training offered at the regional or national level.

3b. The study revealed that the desire for promotion within the restaurant and the company is particularly strong among Blacks and Hispanics. Companies should make every effort to promote from their ranks and offer opportunities for management training to interested Black and Hispanic hourly employees. This is particularly true for stores located in areas with large minority populations and for stores with high proportions of minority employees.

### *4. Training*

According to the study data, on-the-job training, coworkers, and special trainers are the most useful sources of training for hourly employees, while district and area managers are the least useful.

4a. Training strategies should be better thought out and different options for training made available to all employees. Clearly, most favor hands-on experience, but others learn best from another person or through written or audio-visual materials. Each employee should receive training through more than one source, with on-the-job experience supplementing all other training sources.

4b. Those companies that rely on district and area managers/supervisors for training hourly employees should consider using other sources or modifying the training programs offered by area and district managers/supervisors.

4c. Where printed and audio-visual materials were used, they were considered to be very effective. Companies that do not use these sources or use them only sparingly should consider their increased use.

The above recommendations focused on actions that could be taken by fast food employers and by other employers with large numbers of "secondary labor market" entry level jobs. We now turn our attention to the broader recommendations that grow out of the study findings.

### *5. Links to Education*

The study findings show that for the vast majority of fast food employees, there is no link between their job and their schooling. Although about one-fifth report that they make special scheduling arrangements with their school in order to work at the fast food restaurant, very few receive academic credit for their work, and even fewer report that their supervisor provides a report to their school on how well they do at work.

5a. Given the fact that fast food employees are learning both job related and general employability skills on the job, many of which are applicable to other spheres of life, schools should be attempting to integrate and reinforce this experience through the curriculum and counseling. Many of the skills that fast food employees gain from the job (e.g. teamwork, dealing with people, awareness of how a business runs) could be incorporated into existing career education programs, using the actual fast food work experience rather than a hypothetical work situation as the basis for educational exploration. Counselors and advisors should also encourage students to consider fast food jobs for part-time work experience.

5b. Earlier the high educational aspirations of these fast food employees were noted, as well as a strong interest in moving up to more responsible positions in the fast food restaurant. There appears to be a mutuality of interests that would be served by closer links between school administrators of work experience, cooperative education, and distributive education programs, on the one hand, and fast food employers, on the other, with the greatest benefit accruing to the student/fast food employee. For example, programs could be developed which provide the student/employee with progressively more responsible work in the restaurant, supported by coordinated coursework and store training, with promotion into a management slot at the restaurant upon graduation from high school. Similar programs could also be conducted at the community college level, offering participants the opportunity to move up through the fast food company.

5c. Job placement personnel and counselors (inside the schools and in the community) should use the study findings to advise potential fast food employees on the nature of the fast food work experience. The data show that such work can be satisfying, especially if the prospective employee knows what to look for in a particular restaurant, but that it can also be demanding. Counselors should advise potential fast food employees to ask questions regarding pay and fringe benefit policies, opportunities for promotion, and scheduling processes. Prospective employees should also be encouraged to talk to current employees of the restaurant regarding the manager and assistant manager(s) and their relationships with hourly employees. It would also be beneficial for the counselor or placement person to establish contact with the fast food companies and store managers serving the community. These companies are almost always recruiting hourly employees and would likely welcome referrals from a reliable source. Establishment of such a relationship would give the counselor the opportunity to determine first-hand what the quality of work experience in a particular store or company is likely to be.

### *6. Need for Additional Research*

This study provided a wealth of national baseline data on hourly employment in the fast food industry. Yet in the process of answering one set of questions, new ones were raised which have yet to be answered. The additional studies recommended below would supplement and enrich further the data that are currently available.

6a. **Further analysis of the national baseline data is needed.** Given the familiar research constraints of time and money, the data analyses reported on in this volume represent only a portion of the analyses that could be performed, using the data collected through the National Study of Fast Food Employment. Further detailed analysis could focus on a variety of significant issues such as: skill development; (positive and negative) turnover; local labor market differences; and employees for whom the fast food job is their first formal, paid work experience.

6b. **A follow-up survey** of a sample of participants in the National

Study should be conducted one, three, and five years later to determine longer-range educational and career impacts of the fast food job experience.

6c. **A survey of fast food store managers** should be carried out to provide information on local store policies and practices related to hiring, training, supervision, pay, benefits, and termination and to provide a basis for comparing hourly employee perceptions with those of store managers.

6d. **A trend study** could survey a new cohort of fast food hourly employees every five years in order to determine whether the nature of fast food employment changes as the overall economy changes and as new cohorts enter into hourly fast food jobs.

6e. **Case studies** of operations, hiring procedures, learning opportunities, work, and supervision in fast food stores in different major labor markets should be undertaken. Each store would be viewed through a "window" in an effort to provide a comprehensive picture of the nature and experience of employment in each of the stores studied. Through interviews, observations, and review of written documents, a variety of issues could be addressed in great detail, such as: work roles and responsibilities; training procedures; relationships between management personnel and hourly employees; and attitudes towards work (with particular attention to differences between franchised and company stores). These studies would serve to supplement and amplify the data obtained through the National Study.

6f. **A survey of hourly employees in other fast food companies or in additional stores of companies that participated in the National Study** should be undertaken, using the same survey instrument. The National Study could be used as a baseline for comparing the new data on other fast food hourly employees.

6g. **A comparison study of hourly employees in the retail trades industry,** which is also a major employer of young people, should be conducted. A similar survey instrument could be developed for hourly employees of department stores, supermarkets, and, if feasible, small businesses that offer entry level jobs. Comparisons would be made between fast food employees, using the National Study as baseline data, and the retail trade employees with particular attention to issues such as: training; skill development; satisfaction; benefits; and attitudes toward work.

6h. **Comparisons with other national samples of youth should be made**. Findings from the hourly employee survey should be compared to data from the nationally representative, multi-year study of high school seniors entitled "Monitoring the Future" (MTF). A number of questions from the "MTF" survey instruments were included in the hourly employee survey questionnaire for the express purpose of facilitating such comparisons. These questions include attitudes toward work, job satisfaction, and educational plans. In addition, comparisons could be made with data from other national studies of youth including: the National Longitudinal Study of the High School Class of 1972, High School and Beyond, and the National Longitudinal Surveys.

## In Conclusion

The findings from the National Study of Employment in the Fast Food Industry revealed some interesting answers to the questions that guided the course of the study.

Contrary to what might have been expected, based on common beliefs about fast food jobs, we found a surprising amount of job stability, relatively high levels of job satisfaction, hourly wage rates above the minimum wage, large proportions of employees who work to help support their families or themselves, and considerable impact on the development of employability and job related skills.

This is not to say that the picture of fast food employment is entirely positive. The findings suggest that employees feel that they are not adequately paid and that they are not given enough work hours. The findings also show that certain training methods are not found to be useful, while others are not often used. And the findings with regard to management personnel raise a number of questions about their selection, training, and performance.

Despite these problems, the picture that emerges from this study is one which characterizes fast food jobs as benefiting, to a large extent, the great majority of hourly employees. These are certainly not "dead end" jobs. For many employees they appear to serve a transitional function, between periods of schooling or as bridges to new jobs. For others, the fast food job represents a port of entry into an occupation or career. And for still others, the flexible nature of these jobs is the major attraction, allowing them to work when they want and for as many hours as they desire.

Although the National Study shows that there is much room for enhancement of fast food jobs, it is hoped that employers, educators, parents, and young people will be encouraged by the findings. Fast food jobs will continue to introduce many young people to the world of work and will be a growing source of full-time permanent employment as other sectors of the economy are affected by economic realities, technological changes, and new systems of management. As the number of people working in fast food jobs continues to grow, it becomes increasingly important that attention be paid to enhancing the conditions and benefits of the work experience for all employees in the fast food industry.

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# APPENDIX A

# HOURLY EMPLOYEE SURVEY QUESTIONNAIRE

**National Study of Fast Food Employment**

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Participating Companies

Arby's
Del Taco
Kentucky Fried Chicken
Krystal
McDonald's
Roy Rogers
White Castle

Dear Fast Food Employee or Former Employee:

The National Institute for Work and Learning is conducting a study of fast food employment in order to learn about work in fast food restaurants. We would like you to participate in the study by completing this questionnaire, which asks for information about your fast food job, your opinions about this and other jobs, and your future plans. If you are not currently working at a fast food restaurant, please answer the questions about your most recent fast food job. In return, we will send you a $5.00 check.

Your company is cooperating in this study, along with the other fast food companies listed on the left. These companies have provided the names and addresses of their employees and have assisted in developing this questionnaire. No one in your company or store will be given your answers. Your company will receive only summary tables combining answers for all employees from all its stores participating in this study. We are sending questionnaires to 10,000 fast food employees and are also interviewing about 200 fast food restaurant managers.

If this study is to be helpful, it is important that you answer each question as thoughtfully and frankly as possible. All your answers will be kept strictly confidential and will never be seen by your employer or anyone who knows you. This study is completely voluntary. If there is any question that you would rather not answer for any reason, just leave it blank.

Each questionnaire has an identification number on it. This number can be matched to your name only through a special file at the National Institute for Work and Learning. The only purpose of this file is to enable us to mail you your check. Your employer will not see this file.

As soon as we receive your completed questionnaire, we will send you a check for $5.00 as a way of expressing our thanks for your time and effort. We hope you will accept it, along with our thanks for completing this questionnaire.

Please be sure to read the instructions on the questionnaire before you begin to answer. Thank you very much for being an important part of this study.

Sincerely,

Bryna Shore Fraser

Bryna Shore Fraser
Project Director

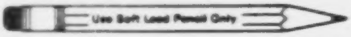
# FAST FOOD EMPLOYEE SURVEY

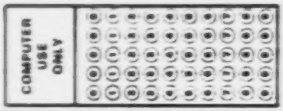
## INSTRUCTIONS

1. This is not a test, so there are no right or wrong answers.
2. All of the questions should be answered by marking one of the answer spaces. If you don't always find an answer that fits exactly, use the one that comes closest. If any question does not apply to you, or you are not sure of what it means, just leave it blank.
3. Please follow these instructions carefully:
   - Use only a soft black-lead pencil (No. 2 is best).
   - Make heavy black marks that fill the circles.
   - Erase cleanly any answers you wish to change.
   - If you want to add a comment about any question, please use the back page of this booklet.
   - Some questions require numbers for your responses. Please follow the directions for those carefully. An example is provided with question 1.

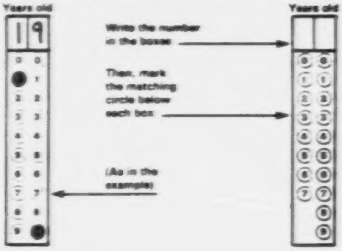
Proper mark ○●○○ Improper marks ✓✗●⊙

4. Read each question carefully before you answer. It is important that you follow carefully the directions for responding, such as:
   - (Mark only ONE)
   - (Mark one on each line)
   - (Mark ALL that apply)
5. After completing the questionnaire, please mail it in the enclosed addressed, stamped envelope. Your $5 check will be mailed to you shortly after we receive your completed questionnaire.


Use Soft Lead Pencil Only



1. How old were you on your last birthday?


Years old
19
0 1 2 3 4 5 6 7 8 9
Write the number in the boxes
Then, mark the matching circle below each box
(As in the example)
Years old

2. What is your sex?
   - ○ Male
   - ○ Female

3. How do you describe yourself? (Mark only ONE)
   - ○ American Indian
   - ○ Black or Afro-American
   - ○ Mexican American or Chicano
   - ○ Oriental or Asian American
   - ○ Puerto Rican or other Latin American
   - ○ White or Caucasian
   - ○ Other

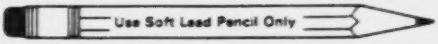
4. What is your present marital status?
   - ○ Single, never married
   - ○ Married
   - ○ Separated/divorced
   - ○ Widowed

5. Which of the following people live in the same household with you? (Mark ALL that apply)
   - ○ Father (or male guardian)
   - ○ Mother (or female guardian)
   - ○ Brother(s) or sister(s)
   - ○ My husband/wife
   - ○ My child(ren)
   - ○ Other relative(s)
   - ○ Non-relative(s)
   - ○ I live alone.

**The next two questions ask about your parents. If you were raised mostly by foster parents, step-parents, or others, answer about them. For example, if you have both a step-father and a natural father, answer for the one who was most important in raising you.**

6. What is the highest level of schooling your father completed? (Mark only ONE)
   - ○ Completed eighth grade or less
   - ○ Some high school (ninth grade or higher)
   - ○ Completed high school (including GED)
   - ○ Some college - (no degree)
   - ○ Completed two years of college - received Associate's degree
   - ○ Completed four years of college - received Bachelor's degree
   - ○ Graduate or professional school after college
   - ○ Don't know, or does not apply

7. What is the highest level of schooling your mother completed? (Mark only ONE)
   - ○ Completed eighth grade or less
   - ○ Some high school (ninth grade or higher)
   - ○ Completed high school (including GED)
   - ○ Some college - (no degree)
   - ○ Completed two years of college - received Associate's degree
   - ○ Completed four years of college - received Bachelor's degree
   - ○ Graduate or professional school after college
   - ○ Don't know, or does not apply


Use Soft Lead Pencil Only

**8. Now we'd like to know about some things you are doing now, or have done, or plan to do. For each activity listed below, tell us if you are doing the activity now or have done the activity. If you have not done the activity in the past, please tell us how likely you are to do each.**
(Mark one on each line)

| | I'm doing this now | I have done this | [illegible] | [illegible] | [illegible] | [illegible] |
|---|---|---|---|---|---|---|
| Attend high school | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate from high school | ○ | ○ | ○ | ○ | ○ | ○ |
| Attend technical or vocational school (after high school) | ○ | ○ | ○ | ○ | ○ | ○ |
| Serve on active duty in the armed forces | ○ | ○ | ○ | ○ | ○ | ○ |
| Attend a two-year college | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate from a two-year college | ○ | ○ | ○ | ○ | ○ | ○ |
| Attend a four-year college | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate from a four-year college | ○ | ○ | ○ | ○ | ○ | ○ |
| Attend graduate or professional school after college | ○ | ○ | ○ | ○ | ○ | ○ |

**9. What is the HIGHEST grade in school you have COMPLETED?** (Mark only ONE)

○ Less than 9th grade
○ 9th grade
○ 10th grade
○ 11th grade
○ 12th grade
○ One year of college
○ Two years of college
○ Three years of college
○ Four years of college
○ Five or more years of college

**10. What is the HIGHEST degree you have earned?**
(Mark only ONE)

○ I do not have a high school diploma or degree
○ High school diploma
○ High school equivalency degree (GED)
○ Associate's degree
○ Bachelor's degree
○ Master's degree or other graduate degree

**11. Which of the following BEST describes your high school program?**

○ Academic or college prep
○ General
○ Vocational, technical, or commercial
○ Other
○ Don't know

**12. Which of the following BEST describes your grade average in high school?**

○ A (93-100)
○ A– (90-92)
○ B+ (87-89)
○ B (83-86)
○ B– (80-82)
○ C+ (77-79)
○ C (73-76)
○ C– (70-72)
○ D (69 or below)

**13. In the following list you will find some statements about work in general — the kind of work you might do for most of your life. Please tell us whether you agree or disagree with each statement.**
(Mark one on each line)

| | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
|---|---|---|---|---|---|
| I like the kind of work you can forget about after the work day is over | ○ | ○ | ○ | ○ | ○ |
| To me, work is nothing more than making a living | ○ | ○ | ○ | ○ | ○ |
| I expect my work to be a very central part of my life | ○ | ○ | ○ | ○ | ○ |
| I want to do my best in my job, even if this sometimes means working overtime | ○ | ○ | ○ | ○ | ○ |
| I would like to stay in the same job for most of my adult life | ○ | ○ | ○ | ○ | ○ |

**14. If you were to get enough money to live as comfortably as you'd like for the rest of your life, would you want to work?**

○ I would want to work
○ I would not want to work

**15. These next questions ask how you feel about your present financial situation and your future financial security.**
(Mark one on each line)

| | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
|---|---|---|---|---|---|
| I feel that I have enough money to get along pretty well | ○ | ○ | ○ | ○ | ○ |
| I am very concerned about how I am going to be able to pay my next bills | ○ | ○ | ○ | ○ | ○ |
| I worry whether I will have any job at all in a few months | ○ | ○ | ○ | ○ | ○ |
| I feel sure that I could go out and get a new job (with decent pay) whenever I want one | ○ | ○ | ○ | ○ | ○ |
| I feel sure that I can keep working steadily with my present employer as long as I want to | ○ | ○ | ○ | ○ | ○ |
| I worry about getting fired or laid-off from my job | ○ | ○ | ○ | ○ | ○ |

**16. Are you currently employed in a fast food restaurant?**

○ Yes — go to question 20
○ No

17. When did you stop working at the fast food restaurant? (Please enter month, day, and year)

Write the number in the boxes.

Then, mark the matching circle below each box.

| Month | Day | | Year |
|---|---|---|---|
| | | | |
| ○ Jan | ⓪ | ⓪ | |
| ○ Feb | ① | ① | ○ 1981 |
| ○ Mar | ② | ② | |
| ○ Apr | ③ | ③ | ○ 1982 |
| ○ May | | ④ | |
| ○ Jun | | ⑤ | |
| ○ Jul | | ⑥ | |
| ○ Aug | | ⑦ | |
| ○ Sep | | ⑧ | |
| ○ Oct | | ⑨ | |
| ○ Nov | | | |
| ○ Dec | | | |

18. Why did you leave your fast food job?
- ○ I quit
- ○ I was fired — go to question 20
- ○ Other reason (specify ↴) — go to question 20

☐

19. Why did you quit your fast food job? (Mark the most important ONE)
- ○ To take a different job
- ○ To return to school
- ○ Did not like the work
- ○ Pay was too low
- ○ Not satisfied with work schedule
- ○ Did not like coworkers
- ○ Did not like supervisor
- ○ Problem with transportation
- ○ Other (specify ↴)

☐

20. Have you ever held any of the following non-fast food jobs? (Mark one for each job listed)

| | No | Yes |
|---|---|---|
| Waiter/waitress | ○ | ○ |
| Dishwasher | ○ | ○ |
| Busperson (clears dishes) | ○ | ○ |
| Gas station attendant | ○ | ○ |
| Grocery/supermarket worker | ○ | ○ |
| Sales clerk | ○ | ○ |
| Cashier | ○ | ○ |
| Stock clerk | ○ | ○ |
| Cook | ○ | ○ |
| Delivery person | ○ | ○ |
| Car washer | ○ | ○ |
| Informal personal services (newspaper route, babysitting, lawn mowing, shoveling snow) | ○ | ○ |
| Other (specify ↴) | ○ | ○ |

☐

**The remaining questions ask about your fast food job. Former employees should answer about their LAST fast food job and current employees about their present fast food job.**

21. Did you ever work at THIS fast food restaurant before your current or most recent employment here?
- ○ Yes
- ○ No

22. Did you ever work at a different restaurant in THIS chain?
- ○ Yes
- ○ No

23. Did you ever work for a DIFFERENT fast food chain?
- ○ Yes
- ○ No

24. Do you hold a second job in addition to your fast food job?
- ○ Yes
- ○ No — go to question 27

25. If you hold another job, about how many hours per week do you work at this other job? (Please enter the number of hours per week)

Write the number in the boxes.

Then, mark the matching circle below each box.

| Hours Per Week | |
|---|---|
| | |
| ⓪ | ⓪ |
| ① | ① |
| ② | ② |
| ③ | ③ |
| ④ | ④ |
| ⑤ | ⑤ |
| ⑥ | ⑥ |
| | ⑦ |
| | ⑧ |
| | ⑨ |

26. Why do you have this other job? (Mark ALL that apply)
- ○ More money
- ○ Different experience
- ○ Better opportunities
- ○ Training
- ○ I enjoy doing it
- ○ Other (specify ↴)

☐

27. All things considered, how satisfied are you with your job in this fast food restaurant? (Mark only ONE)
- ○ Completely satisfied
- ○ Quite satisfied
- ○ Somewhat satisfied
- ○ Neither, or mixed feelings
- ○ Somewhat dissatisfied
- ○ Quite dissatisfied
- ○ Completely dissatisfied

Use Soft Lead Pencil Only

28. How do you think the following people feel about your working on your fast food job? (Mark one on each line)

| | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
|---|---|---|---|---|---|---|---|
| Your mother (or female guardian) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Your father (or male guardian) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Your brother(s) or sister(s) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Your husband/wife | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Your child(ren) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Your teachers | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| School counselors, other school officials | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Most of your friends | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

29. Do you make special scheduling arrangements with your school to work at your fast food job?

○ No ○ Yes

30. Do you get any kind of school credit for working on your job?

○ No
○ Yes, with no grade for it
○ Yes, with a grade for it

31. Does your manager (or other supervisor) provide your school with any kind of report on how well you do at work?

○ No ○ Yes

32. How did you first learn that there might be a job opening at the fast food restaurant? (Mark only ONE)

○ Newspaper ad
○ Sign in the restaurant
○ Friends
○ Teacher or counselor
○ Father or mother
○ Brother or sister
○ Employment agency
○ Walked in and applied

33. How long have you worked at this fast food restaurant? (Please enter the number of months) →

Months

| | |
|---|---|
| ☐ | ☐ |
| ⓪ | ⓪ |
| ① | ① |
| ② | ② |
| ③ | ③ |
| ④ | ④ |
| ⑤ | ⑤ |
| ⑥ | ⑥ |
| ⑦ | ⑦ |
| ⑧ | ⑧ |
| ⑨ | ⑨ |

Write the number in the boxes.

Then, mark the matching circle below each box.

34. About how long do you plan to be working here? (Please enter the approximate number of months. If you no longer work here, please mark the circle next to "I no longer work here.")

○ I no longer work here.

Months longer

| | |
|---|---|
| ☐ | ☐ |
| ⓪ | ⓪ |
| ① | ① |
| ② | ② |
| ③ | ③ |
| ④ | ④ |
| ⑤ | ⑤ |
| ⑥ | ⑥ |
| ⑦ | ⑦ |
| ⑧ | ⑧ |
| ⑨ | ⑨ |

Write the number in the boxes.

Then, mark the matching circle below each box.

35. How important are these reasons for your having your fast food job? (Mark one on each line)

| | Not important | Somewhat important | Very important |
|---|---|---|---|
| Help support my family | ○ | ○ | ○ |
| Support myself | ○ | ○ | ○ |
| Have money for other things | ○ | ○ | ○ |
| Experience of working | ○ | ○ | ○ |
| Parents want me to work | ○ | ○ | ○ |
| Friends work here | ○ | ○ | ○ |
| Learn skills | ○ | ○ | ○ |
| Save for future education | ○ | ○ | ○ |

36. During a typical month, about how much of your earnings from this job goes into each of the following? (Mark one on each line)

| | Nothing | $1-10 | $11-25 | $26-50 | $51-100 | More than $100 |
|---|---|---|---|---|---|---|
| Present educational expenses | ○ | ○ | ○ | ○ | ○ | ○ |
| Savings for future educational costs | ○ | ○ | ○ | ○ | ○ | ○ |
| Car payments | ○ | ○ | ○ | ○ | ○ | ○ |
| Gasoline, repairs, other car costs | ○ | ○ | ○ | ○ | ○ | ○ |
| Saving to buy a car | ○ | ○ | ○ | ○ | ○ | ○ |
| Saving for other purposes | ○ | ○ | ○ | ○ | ○ | ○ |
| Entertainment (movies, records, etc.) | ○ | ○ | ○ | ○ | ○ | ○ |
| Housing expenses (rent) | ○ | ○ | ○ | ○ | ○ | ○ |
| Food | ○ | ○ | ○ | ○ | ○ | ○ |
| Clothing | ○ | ○ | ○ | ○ | ○ | ○ |
| Taxes | ○ | ○ | ○ | ○ | ○ | ○ |
| Social Security | ○ | ○ | ○ | ○ | ○ | ○ |
| Other expenses | ○ | ○ | ○ | ○ | ○ | ○ |

**Reminder: Former employees — answer about your LAST fast food job.**

37. How much do you earn PER HOUR in your fast food job? Include all earnings before deductions. If you are no longer employed in a fast food job, how much did you earn before you left? (Please enter your hourly pay)

| $ | | . | | Per Hour |
|---|---|---|---|---|
| | | ⓪ | ⓪ | Write the number in the boxes. |
| | | ① | ① | |
| | ② | ② | ② | Then, mark the matching circle below each box. |
| | ③ | ③ | ③ | |
| | ④ | ④ | ④ | |
| | ⑤ | ⑤ | ⑤ | |
| | ⑥ | ⑥ | ⑥ | |
| | ⑦ | ⑦ | ⑦ | |
| | ⑧ | ⑧ | ⑧ | |
| | ⑨ | ⑨ | ⑨ | |

38. Do you get the following benefits on your fast food job? (Mark one on each line)

| | No | Yes | Don't Know |
|---|---|---|---|
| Free meals | ○ | ○ | ○ |
| A discount on meals | ○ | ○ | ○ |
| An allowance to maintain uniform | ○ | ○ | ○ |
| Paid vacation | ○ | ○ | ○ |
| Paid sick leave | ○ | ○ | ○ |
| Paid holidays | ○ | ○ | ○ |
| Insurance benefits | ○ | ○ | ○ |
| Educational benefits/tuition assistance/scholarships | ○ | ○ | ○ |
| Other (specify ↴) | ○ | ○ | ○ |

☐

39. During an average week, about how many hours do you work on your fast food job each day?

| HOURS | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 or more |
|---|---|---|---|---|---|---|---|---|---|---|
| Sunday | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| Monday | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| Tuesday | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| Wednesday | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| Thursday | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| Friday | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| Saturday | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |

40. During an average week, what are your work hours on your jo each day? (Please mark when you start and finish work for each d of the week. Mark circle AM or PM and the hour for each. If you don work on a given day, mark the "Don't Work" circle under that day

**SUNDAY**

| Don't Work | | AM or PM | | HOUR | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Start | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |
| ○ | Stop | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |

**MONDAY**

| Don't Work | | AM or PM | | HOUR | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Start | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |
| ○ | Stop | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |

**TUESDAY**

| Don't Work | | AM or PM | | HOUR | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Start | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |
| ○ | Stop | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |

**WEDNESDAY**

| Don't Work | | AM or PM | | HOUR | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Start | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |
| ○ | Stop | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |

**THURSDAY**

| Don't Work | | AM or PM | | HOUR | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Start | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |
| ○ | Stop | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |

**FRIDAY**

| Don't Work | | AM or PM | | HOUR | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Start | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |
| ○ | Stop | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |

**SATURDAY**

| Don't Work | | AM or PM | | HOUR | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Start | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |
| ○ | Stop | Ⓐ | Ⓟ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ⑪ | ⑫ |

41. Who USUALLY schedules your work hours on your fast food jo
(Mark only ONE)
○ Manager
○ Assistant manager
○ Crew chief/Supervisor/Shift supervisor
○ Other worker
○ Self, with manager's approval

42. Could you work more hours at your fast food job if you wanted
○ No
○ Yes

43. Would you work more hours at your fast food job if offered to yo
○ No
○ Yes

44. How satisfied are you with the way your time is scheduled on your fast food job?
○ Very dissatisfied
○ Somewhat dissatisfied
○ Mixed feelings
○ Somewhat satisfied — go to question 46
○ Very satisfied — go to question 46

Use Soft Lead Pencil Only

45. Why are you not satisfied with the way your time is scheduled on your fast food job? (Please mark ALL that apply)

- ○ Inconvenient hours
- ○ Not enough work hours
- ○ Not enough notice on work hours
- ○ Working split shift
- ○ Difficulty in getting time off
- ○ Work on weekends
- ○ Conflict with parents
- ○ Conflict with other activities (school, religious, social)
- ○ Scheduling process

46. During an AVERAGE MONTH, approximately how many times do you miss work due to illness or other reasons? (Mark only ONE)

- ○ None
- ○ Once
- ○ Twice
- ○ Three times
- ○ Four times
- ○ Five times
- ○ Six times
- ○ Seven times
- ○ Eight times
- ○ More than eight times

47. How long does it take you to get to and from work (ROUND TRIP)?

- ○ Less than 5 minutes
- ○ 5-10 minutes
- ○ 11-20 minutes
- ○ 21-30 minutes
- ○ More than 30 minutes

48. How much training did you receive from each of the following and how helpful was it? (For each, mark how much training was received and how helpful it was.)

How much training? (Mark one on each line)

How helpful was it? (Mark one on each line)

| [illegible] | [illegible] | [illegible] | [illegible] | | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
|---|---|---|---|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | Manager | ○ | ○ | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Assistant Manager | ○ | ○ | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Crew chief/supervisor | ○ | ○ | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Coworker(s) | ○ | ○ | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Special trainer | ○ | ○ | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | District manager/supervisor | ○ | ○ | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Area manager/supervisor | ○ | ○ | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Training films or slides | ○ | ○ | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Printed instructions | ○ | ○ | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | On-the-job (experience) | ○ | ○ | ○ | ○ | ○ |

BE SURE TO ANSWER THESE QUESTIONS

49. How often do you do the following things on your fast food job? (Mark one on each line)

| | All the time | Most of the time | Sometimes | Seldom | Never |
|---|---|---|---|---|---|
| Bus or clear tables | ○ | ○ | ○ | ○ | ○ |
| Sweep/mop floors | ○ | ○ | ○ | ○ | ○ |
| Clean restrooms | ○ | ○ | ○ | ○ | ○ |
| Clean equipment | ○ | ○ | ○ | ○ | ○ |
| Unload trucks | ○ | ○ | ○ | ○ | ○ |
| Clean parking lot | ○ | ○ | ○ | ○ | ○ |
| Cook food | ○ | ○ | ○ | ○ | ○ |
| Prepare food (non-cooking) | ○ | ○ | ○ | ○ | ○ |
| Assemble or pack orders | ○ | ○ | ○ | ○ | ○ |
| Take orders | ○ | ○ | ○ | ○ | ○ |
| Take money | ○ | ○ | ○ | ○ | ○ |
| Host or Hostess in dining area | ○ | ○ | ○ | ○ | ○ |
| Suggestive selling | ○ | ○ | ○ | ○ | ○ |
| Relieve manager | ○ | ○ | ○ | ○ | ○ |
| Hire workers | ○ | ○ | ○ | ○ | ○ |
| Train workers | ○ | ○ | ○ | ○ | ○ |
| Supervise workers | ○ | ○ | ○ | ○ | ○ |
| Order food and supplies | ○ | ○ | ○ | ○ | ○ |
| Administrative tasks (payroll, paperwork, inventory) | ○ | ○ | ○ | ○ | ○ |

50. The next question asks how you personally feel about the kinds of tasks one does in a fast food job and how you think other employees in your store feel about these tasks. For each task listed below, please mark how you feel about it AND then how you think other employees in your store feel about it.

How do you personally feel about this task? (Mark one on each line)

How do you think other employees feel about this task? (Mark one on each line)

| Very desirable | Somewhat desirable | Not desirable | | Very desirable | Somewhat desirable | Not desirable |
|---|---|---|---|---|---|---|
| ○ | ○ | ○ | Bus or clear tables | ○ | ○ | ○ |
| ○ | ○ | ○ | Sweep/mop floors | ○ | ○ | ○ |
| ○ | ○ | ○ | Clean restrooms | ○ | ○ | ○ |
| ○ | ○ | ○ | Clean equipment | ○ | ○ | ○ |
| ○ | ○ | ○ | Unload trucks | ○ | ○ | ○ |
| ○ | ○ | ○ | Clean parking lot | ○ | ○ | ○ |
| ○ | ○ | ○ | Cook food | ○ | ○ | ○ |
| ○ | ○ | ○ | Prepare food (non-cooking) | ○ | ○ | ○ |
| ○ | ○ | ○ | Assemble or pack orders | ○ | ○ | ○ |
| ○ | ○ | ○ | Take orders | ○ | ○ | ○ |
| ○ | ○ | ○ | Take money | ○ | ○ | ○ |
| ○ | ○ | ○ | Host or Hostess in dining area | ○ | ○ | ○ |
| ○ | ○ | ○ | Train workers | ○ | ○ | ○ |
| ○ | ○ | ○ | Supervise workers | ○ | ○ | ○ |

BE SURE TO ANSWER THESE QUESTIONS

**Reminder: Former employees — answer about your LAST fast food job.**

51. **These next questions are about your manager and assistant manager.** (Mark one on each line)

| **A. The manager of this store . . .** | Strongly disagree | Somewhat disagree | Neither agree nor disagree | Somewhat agree | Strongly agree |
|---|---|---|---|---|---|
| Treats employees fairly | ○ | ○ | ○ | ○ | ○ |
| Performs his or her job well | ○ | ○ | ○ | ○ | ○ |
| Provides adequate supervision to workers | ○ | ○ | ○ | ○ | ○ |
| Plays favorites – treats some employees better than others for no good reason | ○ | ○ | ○ | ○ | ○ |
| Treats me better than most employees | ○ | ○ | ○ | ○ | ○ |
| Treats me worse than most employees | ○ | ○ | ○ | ○ | ○ |
| Deals well with people | ○ | ○ | ○ | ○ | ○ |
| Keeps me informed/answers my questions | ○ | ○ | ○ | ○ | ○ |
| **B. My assistant manager on this job . . .** | | | | | |
| Treats employees fairly | ○ | ○ | ○ | ○ | ○ |
| Performs his or her job well | ○ | ○ | ○ | ○ | ○ |
| Provides adequate supervision to workers | ○ | ○ | ○ | ○ | ○ |
| Plays favorites – treats some employees better than others for no good reason | ○ | ○ | ○ | ○ | ○ |
| Treats me better than most employees | ○ | ○ | ○ | ○ | ○ |
| Treats me worse than most employees | ○ | ○ | ○ | ○ | ○ |
| Deals well with people | ○ | ○ | ○ | ○ | ○ |
| Keeps me informed/answers my questions | ○ | ○ | ○ | ○ | ○ |

52. On a day-to-day basis, who supervises you on your fast food job most of the time? (Mark only ONE)

○ Manager
○ Assistant manager
○ Crew chief/supervisor
○ Coworker
○ Other (specify)

○ No one — go to question 54

53. This question is about the person who supervises you most of the time. (Mark one on each line)

| **My supervisor on this job . . .** | Strongly disagree | Somewhat disagree | Neither agree nor disagree | Somewhat agree | Strongly agree |
|---|---|---|---|---|---|
| Treats employees fairly | ○ | ○ | ○ | ○ | ○ |
| Performs his or her job well | ○ | ○ | ○ | ○ | ○ |
| Provides adequate supervision to workers | ○ | ○ | ○ | ○ | ○ |
| Plays favorites – treats some employees better than others for no good reason | ○ | ○ | ○ | ○ | ○ |
| Treats me better than most employees | ○ | ○ | ○ | ○ | ○ |
| Treats me worse than most employees | ○ | ○ | ○ | ○ | ○ |
| Deals well with people | ○ | ○ | ○ | ○ | ○ |
| Keeps me informed/answers my questions | ○ | ○ | ○ | ○ | ○ |

54. **How much has your fast food job helped you develop each of the following skills?** (Mark one on each line)

| | [illegible] | [illegible] | [illegible] | [illegible] |
|---|---|---|---|---|
| Operate a cash register | ○ | ○ | ○ | ○ |
| Operate food preparation machines | ○ | ○ | ○ | ○ |
| Operate other machines | ○ | ○ | ○ | ○ |
| Train other employees | ○ | ○ | ○ | ○ |
| Inventory or stock control | ○ | ○ | ○ | ○ |
| Supervise other employees | ○ | ○ | ○ | ○ |
| Bookkeeping or accounting | ○ | ○ | ○ | ○ |
| General business principles | ○ | ○ | ○ | ○ |
| Awareness of how a business runs | ○ | ○ | ○ | ○ |
| Food preparation | ○ | ○ | ○ | ○ |
| Deal with people | ○ | ○ | ○ | ○ |
| Work with others (team work) | ○ | ○ | ○ | ○ |

55. **This question is about other skills you may have. For each o the things listed below, please mark how good you are at it, AND then mark whether your fast food job helped you learn that skill.**

| How good are you at this? (Mark one on each line) | | | | | Has this job helped you with this? (Mark one on each line) | | |
|---|---|---|---|---|---|---|---|
| I'm not good at this | I'm fair at this | I'm good at this | I'm very good at this | | Made no difference | Helped some | Helped a great deal |
| ○ | ○ | ○ | ○ | Taking directions from supervisors | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Dealing with customers | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Getting along with coworkers | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Being on time | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Finishing an assigned task | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Taking responsibility for mistakes | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Being dependable (coming to work regularly) | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Being well groomed | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Managing my own money | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Saving for what I want | ○ | ○ | ○ |
| ○ | ○ | ○ | ○ | Getting along on a certain amount of money without borrowing or asking parents for more | ○ | ○ | ○ |

BE SURE TO ANSWER THESE QUESTIONS →

56. How much do you agree or disagree with each statement below? (Mark one on each line)

| | | | | | |
|---|---|---|---|---|---|
| **Desire for Promotion** | | | | | |
| I would like to move up to a more responsible position in the fast food restaurant I work for | ○ | ○ | ○ | ○ | ○ |
| I would like to move up to a more responsible position in this company | ○ | ○ | ○ | ○ | ○ |
| I would like to become an assistant manager | ○ | ○ | ○ | ○ | ○ |
| I would like to become a manager | ○ | ○ | ○ | ○ | ○ |
| I would like to become an executive in this company | ○ | ○ | ○ | ○ | ○ |
| I think I have a good chance to move up in this restaurant | ○ | ○ | ○ | ○ | ○ |
| **Effects of the Job** | | | | | |
| My job interferes with my school work | ○ | ○ | ○ | ○ | ○ |
| I actually do better in school now that I work here | ○ | ○ | ○ | ○ | ○ |
| I actually do worse in school now that I work here | ○ | ○ | ○ | ○ | ○ |
| My social life is about the same as before | ○ | ○ | ○ | ○ | ○ |
| I made new friends on the job | ○ | ○ | ○ | ○ | ○ |
| I get along better with people since working here | ○ | ○ | ○ | ○ | ○ |
| I get along better with my parents since working here | ○ | ○ | ○ | ○ | ○ |
| I don't see my friends as much as I'd like | ○ | ○ | ○ | ○ | ○ |
| **Satisfaction with the Job** | | | | | |
| I enjoy working here | ○ | ○ | ○ | ○ | ○ |
| I am proud to be working here | ○ | ○ | ○ | ○ | ○ |
| I am embarrassed to be working here | ○ | ○ | ○ | ○ | ○ |
| I like my job more now than when I started | ○ | ○ | ○ | ○ | ○ |
| I like my job less now than when I started | ○ | ○ | ○ | ○ | ○ |
| I am bored working here | ○ | ○ | ○ | ○ | ○ |
| I am adequately paid for the job I do | ○ | ○ | ○ | ○ | ○ |
| I like my coworkers | ○ | ○ | ○ | ○ | ○ |
| I like most of the customers I deal with | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working at a different fast food restaurant | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working as a waiter/waitress | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working as a dishwasher | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working as a busperson | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working as a gas station attendant | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working as a grocery/supermarket worker | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working as a sales clerk | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working as a cashier in a department store | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working as a stock clerk | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working as a cook | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working as a delivery person | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working as a car washer | ○ | ○ | ○ | ○ | ○ |
| I'd rather be working at some other kind of job (specify →) | ○ | ○ | ○ | ○ | ○ |

57. What is your job title? (Please write in your current or last job title →)

58. What is the name of the fast food restaurant you work for?

○ Arby's

○ Del Taco

○ Kentucky Fried Chicken

○ Krystal

○ McDonald's

○ Roy Rogers

○ White Castle

59. In the space provided on the next page, tell us about your future education and career plans. Also, if you have any other comments about your job or this survey, please write them in this space.

**Please mail your completed questionnaire in the enclosed postage-paid envelope. Your $5.00 check will be mailed to you after we receive your completed questionnaire. Thank you.**

Use this page to tell us about your future education and your career plans and for any other comments you have. (Continue on the back cover if you need more space.)

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# APPENDIX B

# IN THEIR OWN WORDS:

## Selected Anecdotes from the Hourly Employee Survey Questionnaires

The last item on the hourly employee survey questionnaire (see Appendix A) reads as follows:

> In the space provided on the next page, tell us about your future education and career plans. Also, if you have any other comments about your job or this survey, please write them in this space.

Fully 85 percent of the survey respondents chose to comment in their own words on either their future plans or their fast food job experience. For this appendix, we have selected a limited number of typical comments that enhance and amplify the survey findings presented in the report, recognizing the likelihood that each of the comments may represent an extreme point of view regarding the particular subject being addressed.

The anecdotes have been organized into sections that correspond to appropriate chapters or sub-sections contained in the main body of the report. Comments have been edited slightly for spelling and to assure respondents' confidentiality, and all references to specific fast food companies have been eliminated.

### Why They Work

This has been the perfect place for me to work while raising a school age child. I was allowed to work the hours I wanted, while my daughter was in school. My job has helped me with the extra money we all like to have, being out, dealing with all types of people and making some very dear friends.

For me, the job is just a job to try to pay the rent. It is very difficult to live because I feel that I am not getting paid enough.

When I started off working, it was so that there would be some money for those little "extras." Now it is a necessity that I work. My husband quit his job recently and we need my income to live. With over 11 million people in this country unemployed, I'm thankful to have a job.

I work full time as a maintenance mechanic. I have a wife and four stepchildren. Because of continued inflation, I needed a part time job to pay everyday expenses to support the family.

I am working because I enjoy the work I do and would like to continue working for this company. I plan to continue working until I retire which will be in another nine years. I am saving for retirement.

My fast food employment was a stepping stone to furthering my education.

I am only holding this job to make a little money for my education and to satisfy my parents.

Fast food restaurants are a big help for us mothers with no real trade and no other income.

This job gave me the experience I need and the money which will come in handy for college next fall.

I have really enjoyed working here, but it's only so that I can send myself to college.

The job I have is good for a person in high school or college. It provides money for clothes and entertainment, and gives young people a taste of the real business world.

I am a retired senior citizen and enjoy waiting on and talking to people. I believe this job is good therapy for me and I intend to work here as long as I am able. Consequently the pay is not too much of a consideration.

My current job is fine for now. I like having money and being able to go to school while getting work experience.

I am a 38 year old housewife who is working mainly to get out of the house. My husband makes an adequate salary to provide for us. I enjoy working and my hours are ideal for my situation.

Working here has enriched my growth and my bank account. It is a good part-time job for full-time students.

## Hours Worked

One thing I don't like is their procedure for scheduling. It seems to me they could give you the same times on the same days (the ones you prefer or asked to work). Instead one week you might not be on the schedule at all and other weeks you'll be scheduled on days that you couldn't work ever, and time and time again they schedule you.

I have always been able to work the hours I wanted. I worked until my son was born and took three months off. When I came back to work, I only wanted to work part-time and I had no trouble getting the hours I wanted. When I need to take off early or take a day off I usually have no trouble. Also the married ladies usually take the summers off to be with their kids. Not many employers do this and we really appreciate this.

I need more hours and more money with three children. They will give the people that don't want to work more hours and the ones that want to work won't get any. Something needs to be done or said.

Employees lately have been complaining about hours. Even the best employees only get 32-35 hours in a good week. Managers say they will get more next week, but they never materialize. Instead of giving existing employees more hours and satisfying everybody, they hire more people and promise new hires 20 or more hours per week. That creates more unhappy people because new hires only get an average of 10-15 hours a week. The managers are constantly telling us they have to keep their labor percentage down, yet hiring more people makes it worse. They have more people to give hours to and less hours to give. Can someone please come out and tell us how we can fight back?

## Length of Employment

I have worked here for thirty years and enjoy it. I wouldn't change it at all. This is my whole life. I like it very much.

I plan to work at my job as long as I can. I am starting on my ninth year now and hope to work nine more. I understand there is no age limit here. I am 54 years old so time will tell.

I have worked at my job for 23 years and plan to work there at least 2 or 3 years until retirement.

## Hourly Pay

Policies regarding raises should be followed more strictly. If people stick it out, they deserve to get rewarded with better pay. If these companies want quality service, they should put out the money to keep good people.

I think fast food places should start realizing that to get and keep competent help they are going to have to pay a little more. If I had a higher hourly wage I would feel much better about my job.

I don't like the pay that I am receiving. I'm not sure if I am interested in a union or not, but I do know that I wouldn't mind someone being concerned about the pay I receive.

I have to stress that they would rather lose a good employee than to give a decent raise. It just goes to show how cheap people can be. They expect 100% out of us and they give nothing in return.

The pay is **very** low. A raise is next to impossible to get. They always give you the runaround when it is time for a raise or the paperwork mysteriously disappears. This is a major problem, it causes morale to be very poor. They need a schedule of some sort for pay increases.

All fast food restaurants wouldn't be that bad if the managers and all those over us would be more thankful and glad for the work we perform every day for them. As far as I am concerned, we are the **Most Underpaid** people in America. The way they can express their thanks is on my check.

Worst part of all is you can get maxed out! Being at your maximum rate of pay makes all good crew leave.

I quit two months ago. The main complaint I had was that the closers (night workers) were expected to work after you (they) punched out. In other words, you only got paid for one hour of cleaning after close, even though it takes 2-4 hours to clean up.

Been with company ten years. Only make $3.85.

In the hour it took me to fill this (questionnaire) out I made more money than I would if I was working.

They underpay and overwork their employees, including their managers and their assistants. Not one of my co-workers received any more than $3.35; and some had been working there diligently for 2-3 years.

I feel fast food workers are cheap labor, we come a dime a dozen, so pay raises are minimal and who wants to bust their butt, or grind their hands to the bone for six months and find that it's worth ten cents. I've been working fast foods since I was 15 years old to help out my family. I am now 19 years old and only make 15 cents over minimum. Someone like me and many others with 4-5 years experience making the same wages as someone with six months to a year's experience is a travesty. I can't even afford living on my own.... Times are hard for the fast food workers who depend on their income for survival, when the company they work for ignores the little guy who makes their operation work. But like I said we come a dime a dozen, the bottom line is I'd rather be working then unemployed.

## Fringe Benefits

Fast food chains don't offer any benefits, like paid holidays when they shut down, paid sick days, hospitalization insurance, and plenty more. These restaurants need to expand opportunities for their employees.

The only thing that I don't like is that you have to ask about your benefits, raises, etc. I think they should tell you all of these things when you start.

This company is very successful because of its employees who they treat very poorly. Too cheap to offer any benefits, raises, free meals, absolutely nothing but the bare necessities.

I would like to have insurance. If I ever left, it would definitely be because of getting benefits from another company. I would gladly pay out of my check each week for this! Please consider it!

I believe they should enforce a law where we are to receive benefits (sick leave, vacation, dental, hospital, etc.), a starting salary of $4.00 day and $5.00 night (per hour) with good hours and not have to wait ten years for it.

## Reasons for Terminating Employment

I did not like working at that restaurant. The manager was very unfair to me. I feel that I was fired just because I was not liked by him. I worked there for 1½ years. Every time I was about to get full-time benefits they would cut my hours. This time I had full-time for one week and I was fired.

When I began here it was pretty fun; I liked the manager and co-managers. In three months I was made a crew chief. I waited two weeks for my 30 cents raise and was informed of a change in policy to the effect that I had to complete a number of tests. As I was working on my tests, we had a manager change. I finished the tests but still never got my raise. I complained for **eight** weeks until we got another manager, who decided to dissolve the "crew chief" altogether. The store went downhill, and I quit about three weeks later... I will never work at a fast food restaurant again.

I didn't like my schedule because I constantly worked weekends and the hours were too late to suit my parents. This caused family disagreements so I gave up my job.

I hated quitting because I liked working there with my friends and managers, but the store manager didn't think I was good enough to deserve a raise. I did things faster and more than other coworkers. I would ask for a day of my weekend off, they would then punish me by giving me the day off, then giving me three hours of work for that week. That's why I quit.

When I first began working here, I loved it, but as time went on things worsened! There was constant switching of managers. I was promised a raise (10 cents) as soon as I began hostessing which I never received. I started out with a good attitude, but when I saw that I was working extra hard and wasn't receiving anything back, including what was promised, my spunk and energy for the job slowly dissolved. There were many other incidents which led to my quitting.

This company has helped me gain alot of self-confidence and I thank them for it. I clearly enjoy my work but I feel there comes a time in everyone's life when they look for a change in life. I have given them seven years of my life, seven good years, and now I would like to further my education and pursue a career in nursing.

## Training

I don't feel that managers take enough time to train help anymore — they rely too much on training films and books rather than showing and teaching and taking time.

I think the crew should be trained in every station so as to make the job less boring and monotonous and to also familiarize the crew with everything in the store.

They should train their employees better. Everything I know, I learned on my own or had to ask someone else.

I feel that we have an inaccurate system. The training is **raunchy**! I think the management expects you to pick things right off the tip of your finger especially when you don't have any restaurant experience. I feel that it takes time to get adjusted to the system and make it work for you. I personally think the training should be updated by 1) starting people out in the lobby — let them get to know the customers' wants and needs, 2) start them in the food preparation area — try to get them introduced to the preparation, 3) start them on working on the register learning how to serve the customers right and in a friendly way and also devote more time to training by getting the right people for the right job. I think they ought to grade trainers on how they perform on the job, how well they handle situations with co-workers, and also how well they handle their emotions on the job, especially in high pressure situations.

## Supervision

I see a lack of communication. I see managers that do not know how to handle employee problems as well as they handle equipment. More emphasis should be put in this area. I don't think managers and supervisors appreciate how hard the kids work and in most cases this is a teenager's first job. A bad experience in a first job can really hurt future performance somewhere else.

I enjoy working here because this manager takes time to deal with and understand her employees more. She never has her employees do anything she doesn't or wouldn't do herself. She comes in and helps as if she were an employee herself.

The manager turnover rate at the store I work at is very high. Managers who stayed a while would greatly improve crew-management relations.

A lot of how the store runs and whether I like my job depends on who is the manager and assistant manager.

I feel that whether or not one has improved his/her work habits, the manger should send in an **evaluation** every six months. Problems or praises should be reviewed at that time (employer to employee). An employee is motivated by what he does right or wrong. An employee will not work as hard if he thinks he has not improved or received more responsibility. Would you?

I think the managers are all unfair. Our head manager is prejudiced and our assistant manager treats the employees unfairly. He gives the ones he likes the good hours and the others always have to work every Friday, Saturday, and Sunday nights. I feel something should be done about this. The employees always try and do their best and the managers never seem to care about how we feel. I think they feel because we are younger that they can just expect us to do anything for them....I really hope for the other teenagers out there that something will be done about this.

My manager lacks the ability to communicate with the employees and is unable to handle any problems that arise concerning employees. She knows the business side of the company, but needs further training in employee-management relationships.

I feel that we should be able to rate our managers on the basis of their performance and how they get along with fellow employees.

The managers seemed to leave me and other new employees somewhat unsupervised to guess at the correct way to do things. They also seem to put up with excessive tardiness and sick days from employees without taking any disciplinary action.

I felt that the managers, assistant managers, and supervisors were very impersonal. There were so many people working there, they really didn't even know one employee from another.

I found that under the new management there was a loss of teamwork and enthusiasm. Workers did well out of fear rather than because they **wanted** to. Overall the head manager was unaccommodating unless he could benefit personally. All we received was negative feedback and criticism. No recognition for a job well done. He has lost most of his good workers and managers and the store is taking a dive. Although he may do book work very well, he lacks in people management.

I think they (the companies) need to be more aware of who is a good assistant manager and the qualities that are needed to make them good assistant managers and weed out the ones who don't have the qualities that make the business run smoothly and keep the coworkers happy.

The manager should realize he can "catch more bees with honey" and try to develop better people handling policy.

I feel that the management people where I work are the nicest kind of people you could work for. When I started almost five months ago I was scared to death of the crew leaders and manager. But I found out that they'll make you feel right at home and if you have any kind of problem, related to work or even personal, you could talk to them and they will help you out in any way they can. I would just like to say that I am proud to be working under such good management.

Probably the biggest default I find is the manner in which situations and people are handled. The mannerisms of my manager are not becoming to either customers or employees working. Several people have quit due to their mistreatment and general working conditions. I only work because I need the extra money.

Management frequently appears unconcerned with employee conflicts. Often this can lead to tension, frustration which in turn can lead to work patterns that aren't effective or efficient. This can lead, in turn, to arguments, more misunderstandings, cash shortages, and inventory shortage. As you know, **all this has an effect on business.**

Sometimes, the managers treat me like a slave. I feel overworked and underpaid. The managers are sometimes not qualified for the responsibility of their title "manager." They become power hungry and money hungry and treat us like we are stupid, like we have no opinions or feelings that count. This makes me very upset.

No one is perfect but I believe we can do better. Better-trained managers, newer equipment and more efficient employees are a must. More discipline must be present, while still communicating as humans and not as robots.

Right now I enjoy my work — this manager and owners all treat me well.

Mostly they listen to ideas or complaints I may have. Also they frankly let me know where I stand and treat me respectfully — all of which strengthen my dedication and make me proud to be working for such fine people.

My manager uses the task of cleaning the parking lot as a form of punishment and all co-workers feel as I do that this is unfair and embarrassing bcause she posts the assignment sheet in view of everyone. She uses this sheet often to embarrass and criticize our mistakes, so everyone may see instead of counseling us in privacy.

As for comments on fast food jobs, I feel they unjustly exploit teenagers who need work. The managers don't care about employees because they know there is always someone else to take their place.

I like working here. It is a comfortable, relaxed place to work. They make sure you do your work right though. But they correct you with kindness, seldom do they yell and they give you significant time to learn your jobs. The scheduling is fine — a week's notice (just about) and you may change with someone if need be. I'm quite satisfied.

The employees are not treated equally. There is too much favoritism among managers and certain workers. Many of the employees are underpaid for the amount of work they do, while others who do not perform their job adequately are being overpaid because of favoritism. The managers and those who are supposed to be so important to the company have no concern for the workers or the problems that each restaurant has. The job and what it offers, which is not much, is not worth the aggravation that has to be dealt with each day.

My present job doesn't afford me with the salary I desire. However, the work environment is organized and conducive for positive motivation and ambition. I like the working environment because, even though I don't make as much as I would like or need to, I have somewhat peace of mind because our crew and management team deals with the problems we have better than any other, and I've worked for quite a few.

I would like to say that I have seen store managers come and store managers go, but there is no manager that has helped me, my co-workers, and the store in general more than my current manager and I think she deserves mentioning in this study. If it wasn't for her, I would probably not be where I am today and might not feel the way I do.

## Skills Learned

I take a computer class at this time and I will hopefully continue in this field. My job as a cashier helped me some in computers because of the cash register I used. I learned about the internal parts of it. Working in a fast food restaurant has helped me a great deal. I learned about business and a great deal about people in general. I think it was a great experience and I think everyone would learn from it.

Overall, working here was a good experience. It taught me alot about the fast food business and life such as how to deal with money and the public and how to work quickly and efficiently.

I spent almost two years working there. That job was probably the best experience I will ever have. It forced me out of a shell and taught me to talk and be more at ease with people from all walks of life.

Working in the fast food business has taught me a great many things over the past five years. I learned the secrets of success for a major company. I learned about the responsibilities of working (it was my first job). I met many new people (I met my girlfriend there). I also learned how to relate to and work with people.

When I graduated from high school, I went to college for about a year and my major was business, but I wasn't doing very well so I dropped my classes and went to work. Here I'm learning what I went to college for — business. My assistant manager teaches me how to run a shift, watch our labor, count registers, and even help on the schedule. I even know how to do our inventory. I don't know what kind of future I'll be getting here but I really do enjoy working here.

I enjoy this job mainly because of the experience I am gaining in bookkeeping and accounting that will help me when I graduate and search for another job in accounting. I also am glad for the leadership and interpersonal communication skills I have gained from working at this job.

Although the job itself was unstimulating, I learned a great deal about management and business practices through observation and conversation with the manager and owners. This store is a truly reputable, well-organized business.

I believe my experience in fast food restaurants has given me a great help in public relations, money handling, and self-discipline.

I wish more people would use fast food chains to further their working education. It was very beneficial to me. I am now managing an operation that does two hundred times the business of my fast food job, but I could not do it without the training I received from the fast food company.

I knew the fast food business was where I wanted to stay. I get a fair amount of working hours and I love the upfront contact with the customers which I feel is preparing me for my major which is journalism. I've learned to manage my time between working, classes, homework, and social activities. This is one thing I've learned from a job. I've also learned how to handle money. I had an experience with a short-change artist but because I had worked with money for quite some time, the register drawer was perfect. That man picked the wrong cashier!!! I've also learned how to deal with rude, pushy and irate people which I have to put up with outside my job too. I like working in the fast food business and am proud to represent the company I work for.

I've learned more working in the time I've been out of school than in the ten years I spent in school.

This job has helped me alot in taking on responsibilities and preparing myself for a career.

I think that working in a fast food restaurant is a very good experience for any teenager that will try it. I believe that there are things you can learn and pick up that will help you alot in your life and that you couldn't learn anywhere else besides a fast food restaurant.

A lot of the jobs are part of teamwork. I take the less desirable jobs with the same enthusiasm because I take pride in the fact that we keep everything clean. Also, I like the change of pace during my shift — working part of the time at the counter, part in the grill, part in the dining area, etc.

When I first started my job I couldn't believe all of the work that had to be done each day. To many people it seems like an easy job, but now I know different.

## Job Satisfaction

I found my job to be completely dissatisfying in all aspects. I like to work but could not get hours, except on weekends. We (employees) were treated as not only unequal but also very harshly, unfairly, and condescendingly at times. This is the first job I ever quit but I was not the only one dissatisfied — many kids quit (two on the same day I did). In short, I feel I might have enjoyed working in a fast food restaurant had I not been treated the way I was.

I want to go to college and major in restaurant management. I love my job and look forward to coming every day.

I'm working because I need my job. Sometimes I enjoy it but most of the time I have a headache... I have no social life. There's not time but there are no other steady jobs available, so what's a person to do? I don't want to sit home and receive welfare and food stamps. There's just not enough equal treatment on this job, but I have to work to support my father and my son. The government sure as hell isn't going to do it.

I really **enjoy my work** because the managers and co-workers are friendly and easy to get along with. They make a big difference when you come to work to do the same thing day in and day out. We get our job done and get it done good, but there is also time to talk and have a little fun.

I feel that this is the worst kind of job a person could ever have in a lifetime. I hope your survey uncovers all the torment behind the working conditions in fast foods.

I enjoy working here. I am very loyal to my job and the people I work for. I will work when needed, or if someone is sick. I don't plan on spending the rest of my life working here though. I am going to college for nursing, and I plan to graduate and get a good job.

I grew up with this company. I was only 14 years old when I started and I hope to be with this company at retirement age. This is a great company to work for. It has very good benefits. They have never done me wrong. We are all like a family here. I just really enjoy working here and I really feel I couldn't do without it.

I have gradually become thoroughly bored with my job as a fast food employee. I believe the reason for this is the total lack of challenge on the job. Once everything has been learned (which doesn't take long) the job is simply routine.

I quit my job when I went away to school. Working in this restaurant was fine when I was sixteen... However, I have set higher goals for myself than to spend the rest of my life being a fast food employee. I found it embarrassing to be working in fast food, because I believe that the majority of people (customers) think fast food workers are second class citizens with negative I.Q.s.

As far as working in fast food is concerned, I enjoyed it sometimes but mainly I found it boring and tedious, but almost all jobs for teenagers are like that.

Over the past five years, I've watched good people come and go with the business. I've watched new products come into the fast food industry, and had a good view of the restaurant expansion. Although I do not plan to make my career in the restaurant business, it has been a rewarding experience and almost my whole life for a long period of time. I've enjoyed it!

I am someone that can't stand the fast food business. I dread going to work and I usually come home in a terrible mood. I don't like my job and I'm not proud or satisfied with it.

I found my grades dropping because I was working 4 or 5 hours every school night and 8 or 9 hours on Saturday. I talked to my manager and we decided that it would be best for me to only work 4 hours during the school week, then more on the weekends. Many of my working friends have told me how fortunate I am to have such an understanding manager and suitable hours. This has been my experience working for both the company and a franchise.

This company has seen me be a school girl, get engaged, have kids, and get divorced. Sometimes I get embarrassed as much as I enjoy my work. I want to be someone. I want to go to school and get a degree, but with two kids to support there's not much time. But I'm determined I'll do it somehow. I'm not sorry I've worked here, I'm proud. I've learned so much about people and business.

The average fast food employee is subjected to many dangers, such as scalding hot grease, water, ovens, grills, and pressure cookers. They must arrange their personal lives around their ever-changing and unpredictable work schedule. They must work long hours closing a store, wake up early to go to school and maintain somewhat respectable grades. They must take verbal abuse from ignorant, never able to satisfy customers. All of this for a lousy $3.35 per hour.

Before working here I despised fast food restaurants. I furthermore feel that this is one of if not the best place to go for fast food as opposed to the others. I wish to move up in this company and I expect to do so. This company has never discriminated against me or anyone I know of. In conclusion, it may only be a $3.35 an hour job, but I believe in it and I am proud of it.

I really love my job, and the people I work with make the job worth it. We've been very lucky at our store. We've had three head managers since I started and they were all great to work for. We do a good job and even have fun doing it. I have two girls and working from 5:30 to 1:00 every day gives me a chance to be with them in the summer and still be able to take care of my house. When my girls were smaller, it was a perfect job. I'd start after they left for school and be home before them in the afternoon. I love working with figures and had a chance to do the books in the morning and still be on the floor doing other jobs, starting early and getting off early, getting 7 1/2 hours a day with insurance and vacation pay. What more could I ask for?

The young man who filled out this questionnaire is mentally handicapped. He enjoyed working at the fast food store. He was always treated fairly. The assistant manager went out of her way at times to help him with any problems that arose. She also cooperated with his teachers in the work/study program he was enrolled in. He quit after he graduated from high school and is in a training program, learning new job skills... As I stated previously, he was treated fairly and we were thankful the company give him a chance. In return he was a hard worker, very dependable, always on time, very seldom missed for any reason.

## Mobility Goals

I think I work for one of the best companies. I intend to climb the ladder up just as far as I can go. Maybe I would be unable to do the job, but I would sure try hard. My job is my foundation. I will be with this company until I retire or am unable to work. I am almost completely satisfied with my job.

I would like to go for further education in Business Administration. Hoping it will help me in future promotion. I certainly would like to stay with the company and hit the top. I enjoy working with this company. I meet new people everyday and learn something new everyday, and I like that very, very much.

I enjoy working here. It is an excellent company to work for. I plan to continue my employment with them and move up as far as possible. I have no desire to continue my education past my graduation of high school. I did before my employment with this company, but I enjoy my job and place of employment so much, I changed my mind. I very much want to help this company grow stronger and become better.

I enjoy my job and the people I work with, and also **most** of my customers. However, I do not consider the pay sufficient. I do realize that this would change if I decided to move into management, although I have not decided yet if I could cope with the stress and strains that management deals with. I have seen many people come and go in this business, and also alot of ulcers and high blood pressure developed **especially** in management areas. Business is so fast paced that I often feel my own blood pressure rising. When I go home at 4 or 5 I look back and see my manager or assistant looking tired and "trying to hang in there" for 6 more hours after already working 8 or 9 or sometimes even 10. I give them alot of credit for what they do, but often wonder if it would be for me.

I like my job and think it's a great place to work while I'm going to school, but I sure wouldn't want to work there full time or as an adult.

This company has taught me a great deal, dealing with people, etc. It has taught me about myself and my abilities. I feel I could move up with a certain amount of training. I am very much looking forward to putting my abilities towards working hard and moving up.

I would like to move up in this company but it will take more time and training. Eventually I hope I will run my own store.

Have asked for management training. Hope to manage a store and possibly be a supervisor in future years. Plan to stay with company until retirement.

I don't mind fast food work but I am tired of being low man on the totem pole. I want a chance to find out if I can make it in management. If I can't make it, at least I'll know it wasn't because I didn't try. I just want the chance to try.

I am interested in moving up in the company but no one above the store manager is interested in talking to me even about the possibility.

I don't think fast foods pay their management enough for the responsibility of the money they have to handle and the responsibility of the operation of their store.

I may even try to become an assistant manager. The pay and the benefits are too good to pass up. An opportunity and experience like this will certainly help me now and in the future, should I ever decide to move onto another managerial job.

My career plans are to try to climb the ladder in the business. Right now, I'm crew chief, trainee, and everything else they will let me be. Eventually I would like to become floor supervisor and so on. As for schooling, I would like to take some vocational classes in bookkeeping, accounting, business type classes so when I do get up in management, I'll know how to do these things.

As for the future here, that's questionable. As a mother of three, my time is very limited. It definitely takes away from family life (no matter what chain) the higher up the ladder you go. I've seen this in my eight years here.

I like my job and I do it well. I've been promoted from cashier to crew trainer. To some people, it's a small step. To me, it's a challenge to see how far I'm able to go and appreciate it all at the same time. In closing, I would like to say that I love my job and am very proud of my work. I would advise fast food work to anyone. It is an honor and a challenge.

## Other Comments

I have worked for this restaurant for two years now and am very proud that I have worked here. I think all fast food restaurants give people (**especially** teenagers) a chance to experience working. They give the opportunity to earn money and learn skills that will help in the future. I also think that this survey is a very good idea because I hope it will show that fast food work means more than just putting food in a bag and giving it to a customer. From personal experience, I see that it takes a special person to do well in this kind of work and enjoy it. A person must work very hard and have a dedication to their job.

I like working here because I love seeing different people come in every day but especially the people I work with. A great crew and alot of fun. I'm glad I chose this store to work for. I feel everyone should experience working at a fast food restaurant. You can learn alot and move up quite fast if you want. It took me quite awhile to work at a restaurant but I highly recommend it to anyone.

I don't like the training system my store uses. I don't like my managers and I don't like the way they work you to the ground for such low pay. But I am glad I got a job there because I really learned alot about people and how the business runs.

I guess I like my job quite a bit. You get to meet people and we have our regular customers (almost like family). I think working at a local fast food restaurant is a good first job. I'm a hostess and I give birthday parties, tours, and other things that the regular crew person doesn't do. It's a nice job for someone who doesn't want to get into management and wants to do a little more than regular crew people. We do get some rude people; that and the pressure are the only things I really don't like about the job. The pressure comes from trying to serve people as courteously and as fast as possible. Everything has a time factor and things are supposed to run smoothly. But every job has its ups and downs. You just accept the bad and good together.

I have school activities that I need certain nights off for on a regular basis and they are always willing to let me have them off. Sometimes the work is frustrating (customers, things go wrong) but mostly I enjoy it. I believe every teenager should work at least one summer in a fast food place. Comparing my job to my friends' fast food jobs, I have a good employer and coworkers here.

I would encourage anyone to work in fast food. The pay is good for teenagers, they help to work around your schedule, and the experience is invaluable toward working with the public.

Fast food chains are a nice way for a high school student to pick up extra money but it's not for me. Many fast food employers take advantage of inexperienced kids who are new to the work force. They know that for every one kid they hire there are a thousand more like them they can get to replace them. The kids work hard — very hard for just minimum wage. Some places are ok, but most just use the kids. A girl can make more money babysitting one child for a summer than working twice as hard at a fast food chain. The only way I'd go back to work at a fast food place, would be if I had tried every other opportunity available and was just plain desperate.

My job was very worthwhile. I had many good and bad happenings at my job. It was located in a poor section of town so the people varied in culture. I met many, many, different people, I learned many new things — and for this I am grateful. My job was at times extremely exhausting for the pay and recognition I received. I would recommend a fast food job for someone very special. "Special" in meaning hard-working, devotedness, respectful, and serious. It takes so much more to be a run-of-the-mill fast food worker. The experience has been taken in great gratitude, and I know that someday each of many minutes spent there will come in use.

My dissatisfaction with fast food is mostly with the public and not fast food service itself. Alot of the people who stop at a fast food restaurant are in a hurry, which is okay but there are some who are very impatient, and some who are rude, and some who are in a bad mood because it's early in the morning and they would rather be at home in bed (but then so would we). There are those who are running late for work as it is, stop for on-the-run breakfast, and are angry at you because the person before them ordered 5 breakfasts and the second 5 have not come up yet and they had to be pulled up for a minute and they're late for work. I am a firm believer in leaving for work 15 minutes earlier than I have to just in case something happens it will be less likely for me to be late... (People) forget food has to cook... They don't understand that you can't keep so much food cooked that you never run (out), and yet have it piping hot, and still control your waste. Also, they don't seem to realize we are people too and we make mistakes. Sometimes their complaints are legitimate. But it seems true when I say a waitress or a fast food counter person gets alot of verbal abuse for things they really shouldn't. Then, too, a customer has a lot of legit complaints. Someone should take a survey on opinions from both sides and put it in printing and then we all should work to be more polite to one another, instead of dumping on someone, then dumping on someone else so that by the end of the day we've all been dumped on so much we go home and kick the cat, so to speak.

This job has given me a chance to support myself on financing my future in school. I'm happy with this job, but I feel I deserve a higher rate per hour. I'm a dedicated worker and I think I deserve a little more. This survey has reminded me and made me aware of the responsibilities I have. I'm very glad that this country gives a chance for kids to be independent and supportive, especially if this job happens to be the first experience of the working world. It gave me a chance to prove myself and I thank the people for giving me a chance.

For fifteen years I lived in a large city on the East Coast and worked for a large grocery store. I made a very good salary but I would not change where I am working now for three times what I make. The close personal relationship that our store has with our community makes me proud to be a part of it. Ours is a franchise store and our owner regards us as family and treats each and every one of us as such. I am very proud and would recommend our store to anyone.

I'm now a freshman in college majoring in public relations. My choosing P.R. as a career had a lot to do with the experiences I had at the fast food store. I really enjoyed the people I met there, not just the customers but my coworkers as well.

I plan on finishing my college education in roughly three years and then hopefully get a job in the business world. I am majoring in business administration and I have found that by working in a fast food restaurant I can relate better to some of the courses I am studying. I thought this survey was well formatted and the questions frank. I strongly feel that fast food companies should survey the employees of each of their stores to get their opinions on policies, store improvements, and promotional advancements.